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ABSTRACT

This report describes the activities of the Documentation and Technical Assistance in Urban Schools Project (DTA) in the Chicago Public Schools. The past and present work of the DTA is outlined and its efforts to improve the educational experiences of black youth are discussed. The report focuses on the DTA's efforts to implement peer tutoring programs and cooperate with the Open Corridor Program in Chicago's District 21. Descriptions are given of various teacher seminars and parent teacher workshops. Information is provided regarding DTA's initiative to increase parent involvement, and a summer institute on building on cultural strengths in education is described. Supporting documents and bibliographies appear in appendices to each section. The report concludes with a summary of DTA's experience in Chicago and recommendations for future research. (APM)

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BUILDING ON CULTURAL STRENGTHS:
THE EXPERIENCE OF THE CHICAGO REGION OF DTA IN BUILDING CAPACITY IN EDUCATIONAL PROBLEM SOLVING IN LOCAL URBAN SCHOOLS

Frances B. Holliday

September 1977

DRAFT VERSION

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PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three inter-related parts:

> **DOCUMENTATION** - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.
>
> **TECHNICAL ASSISTANCE** - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.
>
> **LINKAGE** - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.

Our work is designed to effect school improvement through direct work in urban public schools and through sharing what we learn with the following audiences: parents, teachers, and administrators of urban public schools; the educational research community; groups or agencies working to assist urban schools; policy makers.

ACKNOWLEDGEMENTS

In the spirit of Building on Cultural Strengths: The Experience of the Chicago Region, it is both essential and appropriate that we acknowledge the collective wisdom and generations of African people, builders of civilizations and victims of racial oppression and degradation.

The Chicago Region Technical Assistance Team has collaborated and worked hard to develop a theory for educating the Black inner city youth without having to debate and legitimize the capacity for Black children to learn. Admittedly, our task was awesome as we attempted to challenge traditional educational philosophy vis à vis the Black child.

As Director of the project, I take this opportunity to formally acknowledge the work of the staff without whom none of this would be achieved: Barbara Stewart, Carl Boyd, Yvonne King, Ilena Crushshon, Sylvia Mills, Dorothy Williams and Jewell Starnes.

We, the staff, are especially grateful for the cooperation and assistance which were extended to us by the parents and staff of District 21 as well as District Superintendent, Jack Mitchell. We sincerely appreciate the loyal support of Thomas Wilson, Project Director, and Manford Holmes, Study Team Director to the concepts as expressed herein, despite occasional controversy and tenuousness.

The writing of the paper was strengthened by the critical review of Hannah Meara, Senior Research Analyst. Much appreciated is the work of typist Gloria Spann and production assistants Sarah Marter and Micky Forbes.

Last but not least, I wish to thank Margaret Carter and Iva Carruthers for their support as consultants.

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CHAPTER I: INTRODUCTION

Introduction

In the course of our work giving assistance to members of the school community of District 21 of the Chicago Public Schools we have come to understand more fully than in the past the educational value of a perspective of cultural strengths of African Americans. Our perspective has grown in the course of our work in this past year; it has informed and in turn been informed by our work in District 21 schools.

Our current work has developed from a number of sources. Our serious commitment to educating Black children from the perspective of their cultural strengths has evolved in the course of our previous educational work and in the current work has assumed a central place. This chapter will describe the experiences and core concepts through which the cultural strengths perspective has become amplified.

The stage will then be set for the remainder of this paper which will contain descriptions of how we have gradually come to incorporate more and more of our understanding of and guidance by a perspective of African cultural strengths in our assistance work in District 21. Four major sections will be covered:

1. Peer Tutoring
2. Open Corridor
3. Parent Involvement
4. New Horizons

Each section will present a history of the assistance work in terms of how the work developed out of an interaction between needs of school community members for assistance, knowledge available within DTA from nine sites and knowledge of staff members of building assistance work on a perspective of building on cultural strengths.

Also included will be a description of assistance activities; what we did, what we learned and what we are recommending for future work. Each section will also include samples of materials used.

The final section of the paper will be a comprehensive summary with recommendations. It will include a critical discussion of the strengths and weaknesses in technical assistance work as it relates to the cultural strengths perspective outlined in the beginning of this paper.

Further it will include recommendations for futures in technical assistance based on what we have learned about linking educational research with practical applied efforts to improve the quality of the educational experience, and based on what we have learned about using cultural strengths of the school community members.

The paper reflects how we have sometimes floundered in our efforts to establish a new way to improve the educational experiences of Black youth and how we have been sustained by a vision of what that education can become with a comprehensive program of building upon the cultural strengths of members of the school community. We are closer to that vision now than we were at the beginning of the year, but we pause to describe all of those experiences out of which we have learned so much.

I do not pretend to come to this work with no biases and without preconceptions. It is my philosophy that an instructional program based on the cultural strengths of African American teachers, students, parents and administrators is the supreme program.

Those of us who work in urban schools are courting change -- for the better, and Culture, after all, is the assimilation of precious biases, in every case the hallmark not only of survival, but of progress.

Past Work of Chicago Region Director

I have long been concerned with working to improve the quality of education of Black children. An experience which began in Evanston, Illinois in 1971 was critical in the evolution of the current perspective. I was Director of an ostensibly meliorative program for Evanston youngsters called A School-Community Preventive Intervention Program in Early Childhood Development (funded by Title III-Section 306 ESEA). The program was to identify children who needed special educational experiences to prepare them for kindergarten. One aspect of the program was the establishment of classrooms for youngsters who were eligible for kindergarten but were defined as "not ready". It was disturbing to note that the established criteria for weakness of preparation resulted in the selection of more Black than white children in a city where children are predominantly white. Criteria used were primarily knowledge of matters commonly thought to be taught in kindergarten and first grade rather than their ability to learn these things when exposed to them. Classrooms were then to be set aside for the early education of primarily African American children. Even in a successfully desegregated community where everyone, Black and white, is bussed to achieve that goal there was a need to resegregate the Black children into a special program based on questionable evidence that they were not ready to achieve. A new screening method was devised which provided a more balanced measure of skills related to kindergarten readiness.

As the project developed it became known by a new name: the School Community Program in Early Childhood Development, thereby, signifying a further evolution in its philosophy. Writing in 1974, Holliday and Olswang stated:

> More important is the overriding philosophy which we hope is adequately stressed; that our goal is to identify the relative strengths...of the child and to prescribe instructional programs that will build on the strengths that will forthrightly minimize the likelihood of youngsters being labeled (p. v).

The School Community Program was conceptualized in the following manner (Holliday and Olswang, 1974):

> ...to create a better fit between the child entering school and the school itself. This means bringing about changes in the schools to better meet the needs and strengths of all children in the community as they enter the school system (p. ix).

It was at that time that I began seeing evidence all over the country of two distinct camps - the advocates and the adversaries. The advocates were those teachers who recognized the cultural strengths of their students, and built on those with a singlemindedness almost as if wearing blinders to ignore the defeatist attitude of those teachers I call the adversaries. The greatest amount of the latter's energy goes into asserting the hopelessness of the situation, the disadvantages of the students, the inability and unwillingness of the parents to assist in the education milieu, and in the worst of all worlds, the non-right of African American children to have an education.

Obviously, much work must be done to convince and strengthen even the greatest advocates that we can identify and build on cultural strengths as a means of improving the quality of education of our children. Here then was a more positive approach, a precursor to our present cultural strengths perspective, emphasizing the strengths of children and the responsibility of educators to change themselves if need be to meet the educational needs of the children they serve.

Present Work

Our current work is part of the Documentation and Technical Assistance Project (DTA) and involves providing direct technical assistance to people in urban public schools. As the Chicago Region Technical Assistance Team of DTA, our responsibility is to link educational research with practical efforts to improve the quality of educational experiences of students in urban public schools. Specifically, we work within District 21 of the Chicago Public School System assisting school community members, at their request, to facilitate the development of local problem solving capacities. We use knowledge gleaned from DTA's documentation of the experiences of nine school improvement groups which operate elsewhere and seek to understand through observing our own experiences how to facilitate the beneficial use of research-based knowledge to improve practice.

District 21 of the Chicago Public School system has been described as follows (Chicago Public Schools, 1974):

> School District 21 serves approximately 18,590 students through its 18 elementary schools and two high schools. All of the elementary school students live in the Englewood community which is on Chicago's South side. The area is approximately 5 square miles in size. The 1970 census figures indicate that a population of approximately 130,000 people live in the Englewood community and 95% of these are Black. Presently, all of the elementary schools have been designated focus (poverty) schools to receive special funding under ESEA guidelines.

We first worked with teachers at the Oneida Cockrell Child Parent Center. Opened in 1975 and named for a pioneer in child care and child development, the Center serves Black families on the South side of Chicago. We later came to focus our work within the Betsy Ross Elementary School, located across the street from the Cockrell Center. The Ross School is described by the Chicago Public System (1974) in the following way:

> The Betsy Ross School located in District 21, has a population of 1,397; 103 kindergarten pupils, 339 primary pupils, and 995 intermediate and upper grade pupils. The principal has lived and has been a teacher and principal in the community for several years.

The District and the Betsy Ross School provided us with a place where we could assist in the improvement of the educational experiences of Black children while, at the same time, further developing our work as assisters to serve them better. We entered the District for the first time at the request of its Superintendent, Jack Mitchell, who asked me to plan a workshop for the staff of the soon to be opened Cockrell and Parker Child Parent Centers. That workshop led to some joint work with the staff of the Cockrell Center.

The Ross School Principal, attending the first workshop, mentioned to our staff that a group of her teachers were attempting to introduce some of the principles of open education into their third floor corridor of the school and might use some consultation. Knowing that one of the sites (Responsive Education in New York - 8)* being documented in the DTA project provided ample information about open corridor programs to share with Ross School teachers, we volunteered to provide assistance. The entry dialogue, then, based on an expression of felt need and a counter expression of felt resourcefulness was positively initiated and later was translated into the kind of dynamic force that alone can lead to agreement on where we are, where we want to go, and how we get there.

---

*Site names and names of participants in the sites are pseudonyms. Numbers in parentheses indicate site numbers. Often sites are known by several different names, thus the numbers should provide clarity.

Intensive dialogue between members of the school community and DTA Technical Assistance Team members ensued and led to the development of some goals through which we proposed to help them to arrive at a capacity for solving their own educational problems. A basic assumption on which we initiated our work with Ross School teachers was that current school improvement efforts should be initiated within a perspective of continuity with the African heritage of school community members.

Proposed Theory: Educational Cultural Continuity

Along with many thoughtful, disturbed colleagues, I have wrestled with the problems associated with the learning or non-learning of students in urban schools. Most of these students are of African heritage, and it is unlikely that any school population on this planet has been more studied, more described, or more quantified; yet educators cannot claim that all of this research has led to student achievement. It is descriptive activity that intrigues most observers of these schools as contrasted with prescription, implementation, and evaluation of programs. We hear thus, that African American students are "deprived" or "disadvantaged," and we observe that educators are directors of various control systems who base their classroom practices on an acceptance of these negative descriptions.

It should be pointed out that rejection of the deprived/disadvantaged labels neither denies nor minimizes the effects of systematic racism which has kept Black America "in its place" and/or been a necessary condition for the progress of White America. In fact these labels become crucial undergirdings dictating our curriculum offerings and methods of instruction consistent with a social policy of racism manifested in educational philosophies. The only viable assumption or self-fulfilling prophecy which has any place in the development of a learning theory for Black children is that these are educable children, who in fact bring many cultural strengths to the altar of learning.

Most people think that African Americans are culturally separate from Africa and thus we are not part of whatever cultural heritage our African past might give us. This may help explain why descriptions of communities in terms of their deficiencies is so damaging. If scholars were describing a poor Irish community, they would think, yes, they are poor but they are Irish and thereby have a historical cultural past that makes the poverty external to the definition of the people. When a Black community is described the same way, images of disadvantages and deficiencies develop as well as programs to fix them up. We are seen as victims who need help and not as people who are struggling with our present situation just as other people struggle with theirs.

Theories which negate the true historical and cultural past of Africans, whether on the continent or of the diaspora assume that "civilization" for Africans is concomitant with European contact. That is generally assumed whether one speaks of African Americans' history as beginning with slavery or of the "Dark Continent" finding light beginning with the "explorers, missionaries and armies".

A few scholars over the centuries have challenged this Eurocentric historiography arguing that not only has African civilization been tantamount to Western civilization but that African civilization was in fact the basis for early Greco-Roman civilization (Diop, 1974; Herodotus, 1964; James, 1957; Jochannan, 1974; Massey, 1974; Mills, 1971; Van Sertina, 1977).

The work of Cheikh Anta Diop (1974), physicist and Egyptologist, has proven to be extremely significant on this issue, as evidenced by UNESCO's attention to his work. Such research became critical to the development of a theory of learning in that it has an impact on both the process and content of educational planning for African American children.

Obviously such research raises attendant questions of the responsibilities of public education to build systems of learning around cultural/ethnic confluences, i.e., who teaches what and to whom. Though these questions are critical and pertinent, they will only be touched upon in this paper peripherally. Our work assumes the legitimacy of an African culture in the sense that one speaks of a European or Western culture and focuses on the development of a perspective on Black cultural strengths for the improvement of the education of Black children.

Wade Nobles is representative of an emergent group of Black scholars asserting a basic cultural unity among people of African descent, a cultural unity which defies time and circumstance and is manifested today in unique interpersonal, institutional and artistic expressions of human organization. Nobles (1974) asserts the existence of an African cultural view for Black people today in the United States by pointing out that:

> ...the nature of Black culture is based on particular forms of African philosophical principles. Consequently, the understanding of the psychology of Black people (more appropriately classified as Americanized Africans) must be African-based (p. 34).

He further defines a set of core concepts of the African cultural world-view (1976):

> ...the ethos or guiding principles are "survival of the tribe" and "one with nature". The values indicative of this cultural orientation are reflected in the regard for cooperation, interpersonal connectedness, and collective responsibility. The behavioral and mental dispositions, accordingly, emphasize "commonality", "synthesis", "sameness" and "similarity".

The existence of an African world view suggests a different approach to the problems of Black education in this country. It suggests that programs must be built on the assumption that Black children are part of an important world heritage, which is a different heritage from the dominant traditions within America. Further, this heritage should be examined to develop ideas of specific cultural strengths from which we can build appropriate educational programs. Nobles' core concepts of the African world view serve that function in our current work. This approach will provide continuity between children, their past, and their living heritage which is, after all, a crucial purpose of education. It is this process to which we refer when we talk about cultural educational continuity.

Nobles' work provides a model for developing our work around a theory of cultural educational continuity in reference to Black children. We are certain that our work has general applicability for other racial and ethnic groups. However, we feel that such transcultural applicability must be historically and culturally specific, emanating from the context of a people's experiences. For example, consider the plight of Native Americans. Their numbers have been estimated to have been over 1,000,000 at the time the Europeans invaded this land. There now may be no more than 500,000 (Wax, 1971). For a people who bathed in the gentle Minnehaha, ate from the abundant forest, roamed the majestic badlands, and clothed themselves in the skins of the buffalo without ever extinguishing the herd, that is a genuine diminution. It is interesting to note that as more and more Native Americans move to urban areas from what remains of the reservations, we find them trying to reestablish their culture in the cities, often demanding that the schools in their communities teach from a perspective that recognizes their unique culture.

Despite the negativism that has been thrust upon African America, we have survived, and one great irrefutable factor in the survival of any people against institutional repression is cultural strength. Historically, there are other examples of people who were oppressed and who survived to make contributions even in the world of the oppressor. We, however, seem to be the only group that must continuously suffer the indignity of being identified as the pitiful, disadvantaged rather than the noble survivors.

By some opinions expressed by persons of different political suasions, Blacks appear as a superior race, i.e., numerically and culturally impervious to centuries of oppression, war, destruction and reconstruction of their communities throughout the world. However, the overwhelming opinion (over the centuries) has presupposed Black inferiority, i.e., educably deficient and thus culturally inferior. Even advocates of the theory that the races are equal deny the legitimacy of an African world culture as evidenced by Moynihan and Glazer (1965) who wrote:

> It is not possible for Negroes to view themselves as other ethnic groups viewed themselves because - and this is the key to much in the Negro world - the Negro is only an American, and nothing else. He has no values and culture to guard and protect.

The point here for educators is that to debate the causality of inferiority indicates that the American educational system is already built upon the assumption that there is something abnormal in the culture and the potentiality for growth among children of that culture. This is true because the acceptance of the notion of inferiority implies an inability to achieve at "normal" levels.

Having hereby briefly outlined the perspective of members of the Chicago Region of DTA on basing school improvement efforts on the cultural strengths of the school community members, we now turn to descriptions of the work we have thus far initiated in District 21 of the Chicago Public Schools.

CHAPTER II: PEER TUTORING

Introduction

Our entry into working directly with people in Chicago Public School District 21 came as a result of a request from members of the District Instructional Support Staff.* I met frequently with members of the Support Staff, often acting as facilitator, as they discussed approaches to solving problems in the schools. In the course of these meetings I explained the DTA Project to them so that they became aware of our interest in assisting them in their work. The first opportunity to give assistance beyond participation in their meetings came when I was asked to supply peer teaching information and materials from any of the nine sites which DTA was documenting or from other sources.**

This beginning of our direct assistance work came as we had wished it would: at the initiative of school staff. We wanted to use the resources of DTA and of our own past experiences in response to perceived needs of Chicago public school staff rather than to proceed by imposing our view of useful assistance upon them. This is generally considered to be a preferable basis for technical assistance work. Our motivation, however, was also influenced by our then underdeveloped assumption that work should proceed in a joint manner, fully respectful of the cultural strengths of school community members. Their strengths would facilitate their work, we assumed, to the degree to which they were experienced at each stage of the joint effort.

*This group of 8 professionals are directly responsible to the District Superintendent. They function in various leadership and consultive capacities, including Instructional Coordinator, Coordinator for ESEA programs, Human Relations Coordinator, and Coordinator for the Comprehensive Employmeny and Training Program (CETA). Although this team has several important duties, they are primarily charged with the successful implementation of the District 21 Teaching and Learning Policy that is, to speed and enhance the achievement of students in the District.

**Useful information from nine sites documented by DTA were not forthcoming. However, a Center for New Schools Board Member, Mary Kohler, Director of The National Commission on Resources for Youth , provided several useful resources for our work.

Peer tutoring, then, was their initiative and we were asked to assist them in developing a peer tutoring program.

One of the enabling objectives, or "target states" presented in the Chicago Region Overview paper (1977) is as follows:

> Understand and plan for student role definitions that include responsibility for sharing in the development, implementation, and evaluation of the learning program.

This suggests a pairing of peers based on the direct involvement of some students in an active/giving/teaching role with others in the traditional reactive/receiving/learning role.

> Children have helped one another to learn since antiquity. In early America, older pupils in one-room schoolhouses frequently helped younger pupils with their lessons. In the 1960's, programs in which children helped other children were in effect on a large scale. The term "peer tutoring" was created for the individualized tutoring of one pupil by another. Peer tutoring is in progress when a child teaches a school-related subject to another child. The child who tutors is frequently older than the child being tutored. (Ehly and Stewart, 1976)

Further examination of the generalized data on peer tutoring revealed the compatability of the pedagogical technique with our attempts to clarify a theory of cultural educational continuity. As Nobles' work suggests, specific values and customs such as cooperation (a summary of behavior) and cooperateness (a summary of attitudes) are central to the African world view and would seem to make African Americans particularly good practitioners of peer tutoring.

Summer Program: Organization

As one of our Chicago Region staff members (Crushshon, 1977a) has written:

> Within Black families, sibling roles and responsibilities tend to be clearly defined and understood. Children are expected to share in the supervision, care and training of younger brothers and sisters. Through this experience, the older child, assuming a quasi-parental role, develops a sense of responsibility and enjoys a feeling of usefulness and importance within the family; while the younger child, directly and indirectly, learns a variety of things related to home, school and community environments.

> This aspect of Black family life can be viewed as an example of cultural strength having roots in the traditional African extended family structure. The interdependence which characterized these kinship groups (which included children, parents, grandparents, grandchildren, aunts, uncles and in-laws) is much in evidence among contemporary Black families and their immediate neighbors.

With this in mind, the Chicago Region Team began planning for technical assistance to District 21 in peer tutoring. As the summer approached, we began our work by planning a meeting in late June at the District 21 office. The thirty-five persons in attendance included eight teachers, who would work as teacher coordinators, sixteen college aids, and a number of high school students who would be tutors. In addition to the technical assistance team from CNS, the Instructional Support Staff member who had the major responsibility for all District CETA activities, took an active part in the meeting. It was agreed that each teacher coordinator, and two college aids would be responsible for fifty of the tutors who would be trained at the Reed School during the July 1 and 2 meetings.*

Teacher coordinators and aids would be expected not only to keep the necessary records required regarding attendance and payroll, but to offer supportive services as needed with respect to tutoring techniques, individual and group guidance to both tutors and tutees. Coordinators and college aids were further expected to facilitate the program by requesting through Board of Education channels or otherwise securing through individual initiative and creativity any supplies or other materials necessary for optimal success of the operation.

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*The final structure of the program showed the following profile: "444 tutors, 840 tutees, 11 teacher coordinators, 2 college aides in each school, 10 sites offering tutoring in reading, and 1 site offering math tutoring"(Report to Jack Mitchell, 1976).

Having discussed the organizational plans for the program this small group viewed the movie, "Youth Tutors Youth". This black and white film was shot in Philadelphia's inner city areas and narrated by a 19 year old female Youth Corps leader from the Neighborhood Tutoring Center. Manford Holmes, Director of our internal Study Team, noted some specific reactions following the showing of the movie and the discussion that followed:

> Some said they wanted to see the movie again. They seemed to see it as constructive, and as having great value to the tutors who would be working. It seemed to me that the movie clarified the role of the tutors. One college aid said, "So it's up to us to decide what we're going to do." The movie helped them to see the range of possibilities for actions. They got a good sense of the amount of flexibility that would be afforded them.

The next step was the further selection of trainees who would act as tutors. Applications were distributed to potential tutors in area schools. Those eligible for assignment as tutors had first to meet Federal employment guidelines as established for CETA. There was no shortage of legitimate applicants for summer jobs since the community of District 21 is generally identified as a focus or "poverty" site. Tutors were paid at the standard CETA Trainee rate of $2.30 per hour. It was the responsibility of the CETA coordinator in consultation with other members of the Instructional Support Staff when necessary to select those CETA summer trainees who would best be employed for the tutoring staff, leaving other job roles such as clerical helpers or members of a community beautification team to others. Four hundred additional tutors, aged 16-21 years were selected for training.

The training sessions were held on July 1 and 2, 1976. Included in the program was the film: "Youth Tutors Youth". They ware asked to think about the following questions as they watched:

(1) What are the characteristics of a good tutor?
(2) What kinds of activities can be used in tutoring?

Tutors then separated into eight groups for small group interaction using role playing to develop insights and skills related to the tasks before them. In a simulation, for instance, one actor portrayed a new tutor, and four played the role of experienced tutors. The new tutor had just joined an ongoing summer tutorial program, but had no experience. He asked for help. The experienced tutors, drawing on the information and ideas presented in the film responded by describing five characterstics of a good tutor and five useful learning activities or games.

During the sharing time, each person who portrayed the new tutor shared what he or she had learned with the total group. This sharing was the basis for a summary group discussion.

The attributes of a good tutor as identified by the trainees are represented in the following chart in terms of their relationship to two dimensions of African American cultural experience. They were documented from the eight small interaction groups. These descriptions helped us, as a technical assistance team, to broaden our understanding of building on the cultural strengths which are inextricably woven to an African world view.

TUTOR TRAINEES DESCRIPTIONS OF GOOD TUTOR

NOBLES' COOPERATION
(Summary of Behavior)

A Good Tutor Should:

- introduce yourself.
- be friendly.
- establish good communication at the level of the tutee.
- give instructions clearly.
- be consistent.
- give a test to find out what the student knows and what he/she doesn't know.
- not be overwhelmingly "smart" in comparison with the tutee.

NOBLES' COOPERATENESS
(Summary of Attitude)

A Good Tutor:

- respects the tutee and helps the tutee to build self-confidence.
- has confidence in him/herself as well as in the tutee.
- can and will be fully dedicated.
- pays attention to how he/she dresses.
- is interested in the job.

- be able to repeat any phase of the lesson without undue frustration.
- acknowledge prior learning of tutee.
- discuss the tutee's problems with him/her.
- do some things that the tutee would like to do.
- always show interest in the tutee's ideas
- never force the tutee.
- practice what you teach.
- be patient and understanding with tutee.

Obviously, a number of the characteristics named by tutor trainees as important could be designated as the collective responsibility of both tutor and tutee; but since we are here concerned primarily with identifying individual characteristics of good tutors, we do not show any bilateral responsibility. Concomitant with the identification of behavior and attitudes desirable in tutors, trainees also suggested a number of specific learning activities or games as techniques for implementing the tutoring program. When the actual tutoring sessions began, a technical assistance specialist continued to work with the tutors, helping them to recognize their own strengths and build a positive relationship with their tutees.

At the conclusion of the summer, the District 21 Support Staff prepared an evaluation of the peer tutoring program. Here is our summary of that evaluation:

> An important measure of success is the future school achievement of the students involved in the program, both tutors and tutees. Test score based evaluations were done for the District 21 sponsored tutoring program (Report to Jack Mitchell, Superintendent, District 21, 1976). The results were positive in that results from pre- and post-testing of students showed significant gains for 80% of tutors and tutees in reading. The range in reading score gains was from 0 to over 7 years. Mean reading score gain for tutors varied by centers and ranged from over 3 months to 13 months. Mathematics tutoring was limited to one center where the results were clearly positive for tutors: the mean gain was 21 months for mathematics and 27 months for application of mathematics computational skill. Older children showed greater gains in the tutoring program then did younger children. The program

> was assessed by both tutors and their supervisors as successful...(Crushshon, 1977a).

Another observation on the District 21 Instructional Support Staff evaluation of the peer tutoring program must be highlighted (Report to Jack Mitchell, 1976):

> ...that pay was provided was essential; however pay was not the staying force given by 44% of 285 enrollees (tutors) indicating that receiving pay ranged from important to not important (instead of in the other direction toward extremely important.) What was most important was the opportunity to assist other Black youth.

This fact is in keeping with a general view of the relationship between economic and social organization vis à vis African culture: working together was valued more highly than monetary gain.

Ross School Program and Training Package

Following the successful conclusion of the summer peer tutoring program in the district, the technical assistance team was asked by staff members from the Ross Elementary School to implement a program in peer tutoring for their Open Corridor Program in the Fall. The request was for the training of 40 upper grade Ross students age 10-12 years so that they could tutor younger students.

The procedure for implementing the work at Ross was a replication of the steps taken during the Reed School Summer Program. A tutor training session was planned for November 4, 1976. The film, "Youth Tutors Youth" was again shown. Following that exposition, a segment of the workshop was again devoted to role playing, with tutors identifying characteristics of good tutors and naming useful learning activities. During the sharing time, tutors discussed their behavior and attitudes with regard to their roles as tutors.

Here are the impressions of the observer from the technical assistance team about that session (Crushshon, 1977b).

Students listened as the coordinator explained the purpose of the project and defined the terms tutor and tutee. "How many of you have ever helped your younger brothers or sisters to do something?", they were asked. Several raised their hands.

Students were quiet and attentive as the film was shown. During the segment showing two girls tape recording an "on the street" interview with Black adults, several students leaned forward intently. Students' interest in film seemed consistently high.

After the film was shown, students were asked to react. Scattered replies of "It was all right." were heard. At this point, the term "role-playing" was introduced. One girl responded that it was like acting. The technical assistance specialist agreed, elaborating briefly. Another training team member interjected that "two purposes of the film were to give inspiration and insight". He explained those terms, and then restated the study questions -:

> What does it take to be a good tutor?
>
> What are some learning activities a tutor can use to help a tutee?

At first, all groups appeared reluctant to participate in the role playing. They did, however, come up with lists showing that they had responded to the two study questions. During the time set aside for sharing, children were reluctant to come forward and explain their group's responses. Finally, to facilitate matters, the technical assistance specialist read each list aloud, encouraging children to offer comments.

The technical assistance specialist took time to note specific activities listed and to comment on their practical application. Several children then asked when the program would begin. They were told that they should be ready the following week.

We found within the past experiences of these young people ample resources for becoming good tutors. Characteristics of good tutors, listed in descending order of frequency of mention by the Ross tutors were:

-Ability to relate to children; tutee.
-Ability to cope with children and their problems.
-Getting to know and understand the tutee.
-Knowing the tutee needs and providing many different. activities to meet those needs.
-Noting tutee reactions to work given.
-Giving advice when needed.
-Having skills in reading and math.
-Understanding activities given to tutee/knowing what he/she is doing.
-Being patient/taking enough time with tutee.
-Being responsible.
-Having a good attitude.

- -Using one's brain.
- -Having courage.
- -Using courage.
- -Using ideas.
- -Sharing.

They also listed a full range of suggestions of activities by which tutees might learn basic skills including:

- -Making and using games.
- -Acting out plays.
- -Writing stories.
- -Writing book reports.
- -Asking questions.
- -Learning phone numbers, addresses.
- -Spelling games.
- -Interviews.
- -Typing.

Following the November 4th tutor training session for the forty Ross students, teachers were called together for an in-service session. The procedure used in the tutor training session was reviewed, and teachers were given copies of students' responses to the two key study questions. The technical assistance specialist singled out the qualities which had been emphasized such as patience, creativity, and responsibility. When asked about the origin of the peer tutoring program at Ross, it was explained that a similar program had been conducted in the District during the summer with CNS staff providing technical assistance. The benefits derived by both tutors and tutees provided the impetus for the Ross program. Teachers appeared pleased as the in-service meeting proceeded. Some occasionally jotted down notes, and several nodded their heads in agreement.

At this point, the technical assistance specialist explained the importance of structuring the tutoring program, and added that it was hoped the tutor and tutee would develop a relationship of understanding and mutual acceptance. Regarding the supervision of tutors, one teacher indicated that he did not think it would be a problem since paired teachers could make their own arrangements - one teacher being responsible for providing the tutor and one for providing the tutee. A suitable area for the activity could be selected by mutual agreement. One teacher commented that the first step should be the selection of the tutees. There was general agreement on this point, and it was decided that each teacher would select five tutees and work out a schedule with his or her partner for the service to be rendered.

When asked how subject matter would be selected, one teacher suggested that the tutees' teachers would be responsible for not only selecting curriculum areas to be covered, but also for providing learning materials. The group seemed to find this procedure acceptable. Another teacher participant suggested that specific objectives be generated and that the tutor, too, might accept the responsibility for providing some materials. She added that it would be necessary to devise some method for tutors to use in keeping records of tutees' progress. Here, the specialist expressed satisfaction with the outcome of the session.

Copies of the article, "Peer Tutoring to Individualize Instruction," by Steward W. Ehly and Stephen C. Larsen (1976) were distributed to teachers. A booklet, "Tutoring Tips and Tricks" (National Commission on Resources for Youth, 1970) containing tutor responses, was also distributed. Teachers appeared to be very interested in these materials, and many immediately requested information about getting additional copies.

When the meeting was adjourned, one teacher remained a moment to discuss the program with the technical assistance team, expressing generally optimistic feelings, adding that she had previously used peer tutoring within her classroom. In general, the teachers were cooperative and attentive. It appeared that they had discussed the major structural organizational concerns identified by the Documentation and Technical Assistance team, and were ready to proceed on their own. This indication of self-support was very gratifying. During the debriefing meeting afterwards, it was agreed that the technical assistance team would make periodic observations of the peer tutoring program, offering supportive service as needed to strengthen the activity.

Summary

Initial widespread acceptance of a technique may indicate that the novelty and popularity transcends the mere understanding of the efficacy of that technique in improving the achievement of the students. The important objective however is to establish good entry and present yourself and knowledge in a manner which is non-threatening. We have found that more than the students or even their parents, the teacher must behaviorally as well as attitudinally endorse the program. Therefore, technical assistance, with all of the attendant new faces as well as new ideas should be presented in an atmosphere of order and calm reflecting joint planning and mutual support. Unless we present our technical assistance in an organizational atmosphere that bespeaks of value, the students will see the whole operation as something of little or no value. The elements of good entry must be constantly reinforced and maintained at a peak, so that staff at the school site are eager to be helpful, supportive and to anticipate needs so that the joint problem solving effort may proceed at an optimal level.

We have learned how to look into our systems and find resources readily available in ample, even endless supply, to improve the quality of education for students, parents and teachers. Likewise the peer tutoring program can positively affect the quality of life for the community in that it enhances the internal strengths brought to the educational system by Black children, thereby supporting the family structure. There is little wonder, then, that peer tutoring programs are increasing, and that the National Commission on Resources for Youth reported that in 1973, programs were operative in more than 500 cities. For example, the film

> Youth Tutoring Youth has a number of unique qualities which have contributed to its widespread adoption, the most important of which is its versatility. It is readily adaptable to almost any age child and to the teaching of almost any subject - reading, math, science, and music. It has minimal space requirements. It dovetails with many comtemporary educational concerns such as individualization, collaborative as opposed to competitive learning, and the self-help and human potential movements (Dollar, 1974).

The film reinforces the principles of family structure, collective and shared responsibility, independence, groupness, collaborative learning, and self-help.

While it appeared that time and resources did not permit the teachers to follow up on the peer tutoring program, members of the assistance team had the impression that cross age tutoring as an instructional strategy not only has the potential for improving student achievement but of equal importance it is a strategy that reinforces the African world view and therefore builds on the cultural strengths of Black children.

CHAPTER II: PEER TUTORING

APPENDICES: SUPPORTING DOCUMENTS

1. Board Report: Agreement with Center for New Schools (CNS) for its documentation and technical assistance (DTA) project in Urban Schools

2. District 21 Teaching-Learning Policy

3. District 21 Summer Tutorial Program Training Session

4. Tutor Training Session - Betsy Ross Open Corridor Program

BOARD REPORT

AGREEMENT WITH CENTER FOR NEW SCHOOLS (CNS) FOR ITS DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT IN URBAN SCHOOLS

RECOMMENDATION:	Approve and ratify an agreement between the Chicago Public School District 21 and the Center for New Schools (CNS) for its project called Documentation and Technical Assistance Project in Urban Schools, funded by the National Institute of Education. A copy of the agreement and prospectus are on file in the Office of the Secretary.
DESCRIPTION:	The purpose of the DTA project is to explore if and how educational research and practice can be more effectively linked together to serve the goal of improving the quality of educational experiences for urban children. DTA technical assistance efforts can be shaped to best use information from outside the client system being served to facilitate problem solving capabilities within that system.
SUPPORTIVE DATA:	The Documentation and Technical Assistance Project at the Center for New Schools in Chicago and New York, and the Center for Educational Policy and Management in Eugene, Oregon, has been funded by NIE to explore and provide new perspectives on the problem of making educational research useful to educational practitioners. DTA's Documentation component is describing and analyzing the efforts of technical assistance groups collaborating with nine school communities across the country.
FINANCIAL:	No additional cost to the Board of Education

Respectfully submitted,

JOSEPH P. HANNON
General Superintendent of Schools

Prepared by:
JACK MITCHELL, Superintendent District 21
Approved by:
MCNAIR GRANT, Associate Superintendent, Government Funded Programs
MANFORD BYRD, JR., Deputy Superintendent, Instruction and Pupil Services
BESSIE F. LAWRENCE, Deputy Superintendent, Field Services
JAMES F. MOFFAT, Deputy Superintendent, Management Services

School Year
September 1976 - August 1977

DISTRICT 21 TEACHING-LEARNING POLICY

Purpose

The District 21 Teaching Learning Policy is designed to increase the amount of productive learning by students which results from each school's efforts. It is also intended to improve teacher effectiveness through the application of proper teaching-learning strategies together with the prudent selection and use of teaching resources. The focus of the teaching-learning policy is upon the role of the school in these efforts to enhance student performance.

Assumptions*

The District 21 Teaching Learning Policy operates within the Continuous Progress/Mastery Learning concepts and is based upon the following assumptions:

1. The students of District 21 possess normal learning ability.
2. Our students can achieve at normal levels with appropriate and systematic instruction from sensitive and competent teachers.
3. Our schools have the task of providing the educational experiences that lead to student growth.
4. The monitoring of the effectiveness of instruction for individual students through evaluation is beneficial to both students and teachers.
5. It is easier to change schools than to alter home environments and social conditions.

*For a more complete discussion of the rationale that serves as the basis of these assumptions, read:

a. Bloom, Benjamin S., Human Characteristics and School Learning, McGraw-Hill, 1976.
b. Hunter, Madeline, "The Teaching-Learning Process" in The Teacher's Handbook, (Allen, D. & Seifman, Eds.) p. 146-166. Scott Foresman & Company, 1971.
c. Block, James H., Schools, Society and Mastery Learning, Holt, Rhinehart and Winston Inc., 1974.

Policy Statement

90% of the students in each District 21 Schools, as a result of the efficient use of class time together with the other necessary school conditions that maximize the students learning potential, can learn the basic skills taught in our schools.

The expected minimum outcomes of the instructional program in our schools is pupil progress as follows:* (Use of all ITBS sub tests.)

Entry Level	G.E.	CPML Mastery Level	Stanine	Lowest Test Level	Norm Table Level	Age Cycle (December 1)
J (Intermediate)	3.5	H	4	8/9	3	8
M (Upper)	5.5	L	4	11	6	11
Secondary	7.5	M	4	13	8	13

*Addendum for Underage Students

Entry Level	G.E.	CPML Mastery Level	Stanine	Lowest Test Level	Norm Table Level	Age Cycle (December 1)
J (Intermediate)	3.5	H		9	3	7
M (Upper)	6.5	L		12	6	10
Secondary	8.5	N		14	8	12

Jack Mitchell
District Superintendent

Developed with
Contributions from:

District 21 Staff, Teacher, Principals

Approved by:

District 21 Parent Education Council

District 21
SUMMER TUTORIAL PROGRAM
TRAINING SESSION

July 1-2, 1976

TECHNIQUES OF TUTORING

I. **Introduction:** The Youth Tutoring Youth Program

II. **Film:** "Youth Tutors Youth"

As you view this film which describes the operation of a summer tutorial program in Philadelphia, think about the following questions:

1. What are the characteristics of a good tutor?
2. What kinds of activities can be used in tutoring?

III. **Small Group Interaction:** Role Playing

Actors: 1 New Tutor -- 4 Experienced Tutors

Situation:

N.T. (New Tutor) has just joined a summer tutorial program which has been operating successfully for several weeks. N.T. wants to do a good job but has no tutoring experience. N.T. sees a group of experienced tutors talking about their work and decides to ask them for some tutoring tips.

N.T. wants to know (1) what it takes to be a good tutor and (2) some specific activities used by successful tutors.

Drawing upon the information and ideas presented in the film, the experienced tutors respond by describing five (5) attributes or characteristics of a good tutor and five (5) useful learning activities or games.

N.T. writes their suggestions on a sheet of newsprint.

Procedure: (1) Decide who will portray N.T.; (2) Act out the situation

IV. **Sharing:** (1) Each person portraying N.T. shares what he/she learned with the total group; (2) Group discussion

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

TUTOR TRAINING SESSION
BETSY ROSS OPEN CORRIDOR PROGRAM
November 4, 1976

IMPORTANT TUTOR CHARACTERISTICS/BEHAVIORISMS

-Ability to relate to children, tutee

-Ability to cope with children and their problems

-Getting to know and understand the tutee

-Knowing tutee needs and providing many different activities to meet these needs

-Noting tutee reactions to work given

-Giving advice when needed

-Having skills in reading and math

-Understanding activities given to tutee/Knowing what he or she is doing

-Doing his or her best

-Being patient/Taking enough time with tutee

-Being responsible

-Having a good attitude

-Using one's brain

-Having courage

-Being helpful

-Using ideas

-Sharing

TUTOR TRAINING SESSION
BETSY ROSS OPEN CORRIDOR PROGRAM
November 4, 1976

SUGGESTED LEARNING ACTIVITIES/GAMES

-Making and using games

-Acting out plays

-Writing stories

-Writing book reports

-Asking questions (about stories, etc.)

-Learning phone numbers, addresses, etc.

-Spelling games (spelling bees, etc.)

-Interviews

-Reading (tutor and tutee)

-Rhyming word games

-Compound word games

-Consonant blend games

-Vowel sound games

-Parts of speech games

-Using flash cards

-Using art (drawing, painting, cutting things out) for discussion, writing

-Using sports

-Using songs

-Typing

-Multiplication games

-Trips

BIBLIOGRAPHY OF SELECTED RESOURCES ON PEER TUTORING

Annotated

Bloom, Sophie
1975 Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group Instruction. Washington, DC: National Institute of Education.

Theoretical perspective and practical suggestions for tutoring programs. Includes annotated bibliography.

Ehly, Stewart W. and Stephen C. Larsen
1976 "Peer tutoring to individualize instruction." The Elementary School Journal 76: 475-480.

Discusses the benefits of using student peers as tutors. Suggests for teachers important issues in planning and evaluating a tutoring program.

Gartner, Alan, Mary C. Kohler and Frank Riessman
1971 Children Teach Children: Learning by Teaching. New York: Harper and Row.

Reports of various peer tutoring programs. Suggests factors needed for successful projects.

Learning and Growing Through Tutoring
n.d. Available from National Commission on Resources for Youth, Inc., 36 West 44th Street, Room 1314, New York, NY 10034

Described by the NCRY as an "in-depth portrait of a Youth Tutoring Youth program....Includes details on program operation, with special emphasis on the human dynamics of YTY."

Lippitt, Peggy, Jeffrey Eiseman and Ronald Lippitt
1969 Cross-Age Helping Program: Orientation, Training, and Related Materials. Ann Arbor: University of Michigan, Center for Re-Search on Utilization of Scientific Knowledge, Institute for Social Research.

Description of the cross-age tutoring program in Ann Arbor directed by the senior author.

Melaragno, Ralph and Gerald Newmark
1969 A Study to Develop a Tutorial Community in the Elementary School. Santa Monica: System Development Corp.

Presents a complete picture of a "tutorial community". Describes the use of students as intragrade and intergrade tutors and discusses roles of teachers, parents and community volunteers.

National Commission on Resources for Youth, Inc.
36 West 44th Street, Room 1314, New York, NY 10034.

Offers a variety of valuable materials for peer tutoring programs. Publishes newsletter.

"Youth Tutors Youth" film
n.d. New York: National Commission on Resources for Youth, Inc.

Twenty minute documentary on a Philadelphia summer tutoring program.

CHAPTER III: OPEN CORRIDOR

Introduction

This section of the paper is a description of the technical assistance activities of the Chicago Region Team with the Open Corridor Program at the Ross School. Since our technical assistance model begins with the identification of resources within the data from the nine funded sites, our major source for our assisting activities was a site (8) where Marion Barber and her colleagues advise teachers on open education programs. Although there are several definitions of Open Corridor, the following has been advanced by Barber:

> The open classroom corridor reorganizations exist within the public school system and have brought about changes within that. Curriculum changes, planning and recording changes, are not the prime focus in reorganization, but flow from the underlying changes in the instructional teaching-learning mode and in the school relationships. Thus, the basic public school achievement expectations for literacy and numerical understanding are accepted but are a minimal factor in the planning of curriculum. Without whole-class teaching, it is possible to support the child at the specific point of his progression and within his style and pace. While a teacher is helping one child or a small group, in special needed ways, other children, the rest of the class have other experiences. The arrangement of the enriched and varied environment allows the child, at least part of the time to participate independently in his learning, thus releasing the teacher for support of individual children and their individual needs. Individualized instruction can become a reality. But more than this, in this mode of teaching/learning, the child's interest, his responses, interrelate and integrate subject matter, and curriculum reflects this interrelatedness and integration. (Barber, 1974)

The teaching learning mode as prescribed by the Open Corridor model is consistent with the African World View. The aspects of cooperation and collective responsibility are reflected in the organization of the open corridor classroom. The value of cooperation over competition is manifested in the African World View and is demonstrated in the life style of African Americans and in the teaching mode of open corridor.

For the principal at Ross School the open corridor is symbolic of the spiritual regeneration between parent, teacher and student. (Eloise Flory, Ross School Principal, "See How They Learn," CNS Videotape,1977) There is doubtless a fine line between the amount of directiveness a faculty will or will not tolerate from a principal; so in the present day climate, if the chief administrator finds herself in the fortuitous position of observing staff members involved in making operational changes, and seizes the opportunity by supportively bringing in technical assistance, all involved are in a healthy environment for moving toward another key target state mentioned in the Chicago Region Overview (Holliday, 1977), that is to:

> Design organizational patterns that allow and encourage teachers to help each other around educational issues (including space and time interaction) and group skills that facilitate this interaction.

Such was the challenge provided by the Open Corridor Program at Ross.

The Chicago Region Team was committed to providing ongoing face to face technical assistance to the Ross staff, anticipating that upon withdrawal of those impactful services, the principal and staff would be able to continue with the development, planning and refinement of their program. Our model for assistance as we designed it was to increase the schools capacity for sustained problem solving.

Initial Linkage Activity

The first formal activity planned for the Ross teachers took place on May 18, 1976 at the District 21 office. We refer to it as an initial linkage activity in that it was our first opportunity to use information from one of the NIE funded sites in our technical assistance work. The agenda included a panel presentation by the four Ross teachers who had initiated the open corridor on the third floor at Ross. The featured presentation was made by Chitra Karunakaran, site researcher for the Responsive Education Program (REP; site 8) headed by Marian Barber.

Many planning activities preceded the seminar. We were pleased that we had been invited to work with the Ross teachers, and we wanted to do everything possible to maintain our strong entry. Our technical assistance specialist, Barbara Stewart, interviewed the four teachers, while I interviewed the principal. All of the data obtained from those interviews were synthesized and forwarded to Chitra Karunakaran as a list of needs and concerns. We then conferred with her by phone and discussed the feasibility of using certain audio-visual materials for the seminar. We specifically wanted a slide presentation and a photo gallery showing the REP (site 8) in operation. Our past experience in schools has led us to believe that audio-visual materials tend to lend themselves to a more intimate view of the knowledge as opposed to only the knowledge of the printed page.

The seminar was held on May 18 at the District 21 Office. Following are some excerpts from a document which summarizes the event: a photo gallery consisting of mounted captioned pictures from the REP site and written resource materials developed at that site were displayed. Samples of students' work from the site were mounted on an opposite wall. Participants were asked to sign in, were given name tags, and directed to the displays. They were also given folders containing a seminar program, a DTA brochure, a CNS publications list, an article about REP (site 8) and a paper prepared by Chitra Karunakaran (1976a) on "The Concept of Community: A Descriptive Analysis of the Open Corridor Approach." This was followed by Karunakaran's brief description of the development of the Assistors and University Center in New York. She showed a slide tape which was prepared in New York. A lively discussion followed. Seminar participants raised a series of important questions which were fielded by Karunakaran and the Ross Teachers.

Despite the fact that the seminar was held after school, participants remained beyond the scheduled termination time in order to pursue the discussion. At the end of the seminar, each teacher in attendance was asked to complete a card indicating reactions to the activity and interest in future workshops. Response was favorable, and interest in a follow-up workshop to be held in September ran high.

This activity has historical significance for our work in District 21 because, in a sense, this was a "coming out" for the DTA staff. We felt the need to make our bow with a strong splash that would not only leave them thinking, but would pave the way for future technical assistance activities in other district schools.

In our analysis of what we did and what we learned it is important to say here that there were certain overtones of distress in the planning and implementing of this activity. It seemed that there was evidence of poor communication between the media specialist and the site researcher as to whether or not the media materials would emanate from Chicago or New York, each expecting the other to accomplish the work. In this regard, we were able to see the importance of applying an African concept. That is to say, African social organization is based on the philosophical concept of the WE instead of the I (Mbiti 1970). This principle thus dictates collective work and collaboration. The experience helped the team to focus more on our collective responsibility rather than placing emphasis on the "individual" or "individuality".

Another critical issue relative to this linkage activity was a source of tension between what we, the Chicago team, identified as practitioner needs and concerns and what Karunakaran perceived as needs and concerns from the researchers point of view. In line with our concern with meeting practitioners' needs we had sent Karunakaran a list of those issues which teachers had expressed interest in learning more about. Karunakaran presented a well conceived, highly intellectual discussion about the philosophy of open corridor. From the point of view of members of the technical assistance team, more attention should have been given to practical applications of the philosophy. Teachers were, we thought, concerned with such issues as what specifically they should do in the corridor adjacent to their classrooms. Despite our concerns, however, written reactions of teachers to the seminar were largely positive.

Linkage was strengthened when Karunakaran made a copy of her June 23 (1976b) paper, "Artist in the Schools: Some Thoughts Based on Observations in the Open Corridor Program" available for distribution to our group. This paper is an easily read review of the Arts and Crafts program at the REP site with many suggestions for activities and special techniques.

Expansion of Ross Open Corridor and DTA

When the school year began in September 1976, the Open Corridor program had been expanded to include twelve teachers, instead of four. The Open Corridor program is in the old building at the Ross school. This building, well over 75 years old, was constructed with only four classrooms on each floor. This arrangement allowed the third floor teachers to use the corridor space in a manner similar to many other open corridor models. Although we were not part of the decision to increase the size of the the program, it does seem reasonable to assume that if the program was working well, that it would seem like a good idea to expand the program to include the other two floors.

The initial in-service session planned by the Chicago Region Technical Assistance Team featured a visit from Ms. Joyce Taylor (pseudonym) an experienced teacher from an open corridor program in School 1 in Iroquois City (5). She was the guest speaker for two 90 minute seminars held on December 8, 1976 at the Ross School. Prior to the Taylor visit the twelve teachers were asked to respond to a questionnaire "in order to insure that the open corridor inservice will be of maximum benefit to you." They responded to the following questions:

1. On what basis are children grouped for instruction?
2. How are daily activities scheduled?
3. How often are team meetings held?
4. How often are cross-team meetings held?
5. Please list your three major concerns relative to the Ross Open Corridor Program.

Responses to the first four questions were useful indicators of the organizational structure established in the school. Answers to question number 5, however, most piqued our interest. The twelve responses to that last question were selected for special study. Twenty-eight teacher concerns were identified from the data. These data were forwarded to Joyce Taylor so that she might better prepare for the December 8 seminars. It was clear, that as a team we were beginning to address some of the teachers' stated needs and that we planned to continue to address those needs in our ongoing work at Ross.

The tone was set. Here, then, was the charge for what teachers felt were specific needs at Ross. It was the beginning of a period of intensive work for our technical assistance team and the teachers, students, principals and parents at Ross Open Corridor.

The seminars were videotaped, and that product is available at the Center for New Schools for other groups who may be interested in Joyce Taylor's lecture. The seminar included a slide tape presentation by the speaker showing how the program at School 1 was organized. Here is a brief description of the philosophy of the School 1 program:

> Learning how to learn, and developing the attitudes and skills for self-initiated learning are exciting and challenging efforts in Program C for each person involved. Program C incorporates a personalized curriculum based on the learning styles, needs and interests of the learner. Development of the basic skills, a positive self-image, personal interests and talents are other important objectives for the student. Program C's incorporation of a personalized curriculum is based on the life style, needs and interests of the child, and it is expected that he assume responsibility for his learning in this program. Cooperation, open communication, and individual responsibility is essential for a child to learn in an open, integrated setting. The focus is on learning rather than teaching (Educational Innovations, 1973).

Seminar evaluations were completed by sixteen participants. Selected responses, as listed below, give an indication of some of the understandings and positive attitudes generated by the planned activities.

Which aspects of the presentation did you find most helpful?

1. The fact that open education involves a basic curriculum with options.
2. The discussion of providing options and how to get there.
3. Being able to ask questions and receiving an immediate response.
4. Being told that the program must be flexible and that teaming is important to make the program work.
5. Review of a live program by a person involved in the practical as well as theoretical aspect.
6. For once, we had a chance to discuss our situation with someone who has been successful in a similar situation.

These responses clarified for us ways in which teachers specifically identify their felt needs and how those needs can be addressed in the content of our theory. For example, responses can be related to Black culturisms or Africanisms, such as:

intimacy (responses 3, 5, 6)
cooperation (response 4)
collective responsibility (response 4)
interdependence (responses 1 & 2)

The media presentation was not tested before the seminar. The media equipment malfunctioned, and one objected to the slide presentation. Another said there was too much glossing over serious Ross problems, another responded with "not applicable" and one participant wrote the following sentence at the bottom of the evaluation sheet: "The seminar was a smash."

Tom Wilson, Director of the Documentation and Technical Assistance Project attended the seminar and in a memorandum dated December 13 raised some interesting points. First, he thought that the DTA presence was heavy. He thought that our effort to adequately document the event was going to interfere with the naturalness of it. It turned out that people sometimes played up to the equipment but did not seem nervous. The second point he made was based on a meeting he had with Joyce Taylor. She had expressed to him that it was difficult for her to know exactly where the teachers were. He suggested that the next time we consider setting up a conference call with the consultant and the teachers in advance of the meeting. It is fortunate that this did not seem to interfere with the orderly progress of the seminar, since the videotape is a valuable product which we certainly intend to use in the future, and Joyce's slide presentation gave our teachers a sense of being in an open corridor in operation. In fact, the responses from participants indicated that there was significant gain in understandings - the kinds of gains that gave people the confidence to move on to action.

Parent-Teacher Workshops

The next phase of our work was to plan the Ross Open Corridor Program Parent/Teacher Workshops and to assist the staff in setting up the Resource Center. We began a series of in-house meetings where tasks were broken down into sub-tasks, and responsibilities were defined so that they fit into a timetable. Barbara Stewart and Carl Boyd, technical assistance specialists decided that the first step was to draft a description of the proposed on-site activities to include the following:

1. Rationale for development of workshop sessions and resource center.
2. Format for implementation of activities.
3. Workshop content (curriculum)
4. Development of resource center (process)
5. Resources to be used (DTA, CNS, other)
6. Documentation and analysis procedures.

The overview of the proposed on-site activities was to be introduced first to Ross teachers and later to parents. A letter was sent home to parents signed by the TA specialist between January 6 and 10, 1977. These letters included a section for responses, which were to be collected from the Ross site on January 14.

The TA specialists sent letters welcoming the participation of parents who filled out and returned the bottom section of the letter. In the meantime, other TA staffers, Ilena Crushshon, Technical Assistance Analyst, Yvonne King, Linkage Facilitator, Sylvia Mills, Administrative Assistant and myself, were busy drafting a topic schedule and agendas for the six workshops. Materials were collected with a January 18 target date for the first workshop. This date was later changed to January 25, 1977.

The rationale for the development of the resource center is entitled "Parent Teacher Centers: Some Possible Functions" (Boyd, 1977b). The paper suggests certain functions and services which must be considered in developing a resource center at Ross. They include:

1. Storing materials and equipment
2. Providing files of successful learning activities, samples of recordkeeping forms, and listings of community resources.
3. Functioning as a library.
4. Serving as a site for team and cross-team meetings, and for teachers, parents, and administrators to come together to discuss educational issues.

5. Serving as a site for workshops and in-service sessions.
6. Providing a place for individual and small group instruction.

The team members collaborated with the teachers in establishing meaningful processes to achieve our mutual goals. This collaboration resulted in scheduling the workshop sessions before school. The workshops were scheduled for a series of Tuesdays between 8:10 and 9:00 A.M. at the Ross school. At one time during early planning periods we explored the possibility of conducting sessions in conjunction with the city college system. Sufficient time was unavailable to work out obstacles for such a plan; however, we feel that awarding college credit in conjunction with in-service would have some real positive outcomes for professional growth and resource linkage.

WORKSHOP SUMMARIES

WORKSHOP I:

Goals for Ross Open Corridor Program and Resource Center

The agenda for the first session included an overview of the workshop, a slide presentation on the Documentation and Technical Assistance Project and the Open Corridor Program, and some ideas about the goals for the Resource Center. Small group activity meetings followed, during which suitable goals for Ross were to be developed. Questions for study were:

(1) Who should be involved in setting goals for the Ross Open Corridor and Resource Center?

(2) How should the goals be developed?

A period for sharing followed the small group activity. A summary of the small group activity shows that groups 1, 3, and 4 agreed that all school community members should participate as well as the District 21 Instructional Support Staff. Group 3 called for participation of the District Superintendent.

Group 2 thought that parents and students should have primary responsibility for deciding goals, and that parents who preferred traditional instruction for their children could elect to be non-participants in the program. Local citizens without children in the school, it was agreed, could certainly participate and make a contribution.

In discussing the second question, groups 1, 3, and 4 felt that a small group representing all segments of the school community should actually develop and draft the goals with some mechanism for getting input and feedback from the larger community. Group 3 suggested holding an afternoon mass meeting of parents. Group 2 suggested that a community meeting be held at a church to develop the goals. The majority opinion seemed to be that a small representative group should develop goals for the Ross Open Corridor and the Resource Center. Four teachers and three parents volunteered to serve on the goal setting committee.

A solicitation of parents brought us a list of twenty-seven who expressed an interest in the program. In our analysis of Workshop 1 we have determined that we should have continued more diligently our process to assure greater and continued participation of more parents. Our outreach to parents must become increasingly intensive. We must anticipate the possibility of small numbers but we must face the reality that many community residents may not be aware of how we value their involvement in our endeavors.

I would suggest that following the first training session, the T.A. specialists might have done the following:

(1) Telephone all twenty-seven who originally registered interest, whether they attended the first training session or not. Encourage those who did not come to attend the second session.

(2) Request an opportunity to make a home visit to each of the twenty seven, taking one piece of literature from the CNS stock about open corridor as a focus for a sit-down discussion.

(3) Serve rolls and coffee on a table attractively decorated with a centerpiece made by children in the Open Corridor program.

These procedures according to the literature from the New York site are in the tradition of the REP and are, in addition, highly compatible with the Black lifestyle. Inviting and welcoming parents to the school in an atmosphere of commonality and informality (i.e. on equal and shared terms) seem to contribute significantly toward maintaining parental interest.

WORKSHOP II:

Establishing Learning Stations

Workshops II was held on February 1. In attendance were our two Specialists: Barbara Stewart and Carl Boyd, our Linkage Facilitator: Yvonne King, two members of the District 21 Instructional Support Staff (ISS), one parent, and the twelve Open Corridor teachers.

Workshop II consisted of three parts:

(1) Feedback and follow-through: setting goals for the Open Corridor Program and Resource Center.

(2) Setting up Learning Stations: (interest centers and modules)

(3) Team Activity: developing corridor learning stations at Ross.

After Barbara Stewart briefly reviewed the decisions reached in the first small group meetings, Carl Boyd defined learning stations and gave examples of techniques used in setting up the stations. Participants were then divided into small groups to plan their own learning stations. At this point, there was a high degree of group interaction. Learning stations were planned, for instance, dealing with the metric system and space.

Following the small group activities, the entire group reassembled and presented summaries of their work. Barbara Stewart closed the meeting by saying that the Chicago Region Team would be available for consultation for the remainder of the morning and again on Thursday.

WORKSHOP III:

Classroom and Corridor Learning Sessions

The third training session was held on February 8. Ilena Crushshon, our Analyst, had requested media documentation in addition to the usual written documentation that she had done for the two previous sessions. So, in addition to our team members, the twelve teachers, the principal and one parent, the sessions included two representatives from Communication for Change, an organization which had the responsibility of developing a video tape of the work at Ross.

The meeting was structured to begin with a progress report from the goal setting committee appointed at the first meeting to suggest goals for the Ross Open Corridor. Next, there was to be a team activity - setting up corridor learning stations using skills acquired during the second workshop. The final part of the meeting was to be devoted to sharing the group experiences.

As the meeting began, Barbara Stewart explained the presence of the people from Communications for Change. She explained that videotaping was one method of documenting work being done at Ross. "We're trying," she continued, "to find the best ways to document our problem solving activities. We encourage you to do the same, because what you are doing here is very special!" She went on to say that one of the Open Corridor teachers had started taking photography lessons from a TA staffer, and soon would photo-document one of the training sessions.

We then inquired if the goal setting committee had met, and was informed that they had not. It was suggested that the committee of seven set aside some time for this since a progress report would be expected at the sixth session. During this period, teachers seemed attentive, but more relaxed than usual. Ilena Crushshon felt this was possibly due to the "loose structure" of this session. The three teachers working on the Resource Center followed up their request for help by sending a letter to all Ross teachers on February 24, 1977, explaining what materials and resources they wanted for the center. They concluded by saying that within a week, one of them would come to each staff member to pick up whatever was available.

The groups then presented their respective learning centers. The first floor teachers introduced their "Creativity Center", which was planned to involve students in various projects, the first one being space exploration. The Creativity Center was designed to challenge the primary students' imagination. Teachers were encouraged to develop materials to put in the center to foster independent learning and inquiry. The second floor Learning Center was entitled "Think Metric". The third floor teachers did not have a learning center. According to Carl Boyd, the reasons for the third floor teachers not having a learning center were two:

1. During the February 1, 1977 workshop, the third floor (upper grade) teachers were joined by District 21 Instructional Support Staff members. These women introduced an agenda that took the focus of the third floor gathering away from learning stations to a discussion of a previously introduced SPURT program and means and requirements for graduating students. While there was some discussion of their learning station containing examples of test materials and reading/math programs techniques, there was no closure on exactly what the third floor learning station would be.

2. One of the significant findings, revealed later in a team teaching workshop was the fact that half of the third floor team had not yet bought into the Open Corridor idea including learning stations. Only two of the four orginators of the Open Corridor program returned to Ross in the fall of 1976. (Two of the teachers were transferred to meet the integration imperative) We have learned too, that often what appears to be "negativism" is only an appearance. It is true that the program was new to most and many felt somewhat skeptical. As it turned out, the second floor teachers worked well, and it was the "negative" teacher (described in our data) who initiated the learning center activity.

Our T.A. analyst recorded these impressions about that session. The failure of the goals committee to meet and follow through on their task points up the importance of setting aside time at the start of each workshop to recap previous sessions and receive an update from committees and/or individuals with specific assignments. Regarding team interactions, observable patterns emerge which should be diplomatically handled. For example, one team may be dominated by one teacher, one teacher may be somewhat negative in her attitude toward the program.

Regarding the possible lack of interest of specific teachers in the program, it seems that just as parents often have the option to have their children in an Open Corridor program or in a traditional classroom, teachers in many open corridor settings have such options, too. It would be difficult to conceive of any one factor that would mitigate the possibilities for success of an Open Corridor more than an uncommitted teacher. One point that DTA teams in the future should negotiate for, if they are to assist in any change strategy, is that the client population be exposed to the change strategy and that includes teachers as well as parents. It may be, of course, that in certain school organizations, there is little room for flexibility. In many Open Corridor communities, teacher and student inclusion is by choice.

A review of the Teacher Interest Survey which was submitted to teachers before the training sessions began, gives indications of the attitudes of those teachers toward the kind of group interdependence, resourcefulness, and creativity called for by Open Corridor. The one teacher whom our observer felt was irresponsive to the training sessions indicated that she felt "indifferent" toward working with children in areas such as reading, writing, listening, speaking, art, music, movement, dance, and drama. She indicated "like" only for math, science, social studies, and crafts.

It may be that our Teacher Interest Survey was too roundabout. Perhaps we should have asked point blank, "Do you want to take part in an Open Corridor Program?" Then, with administrative sanction, we might have proceeded with only those persons who were just waiting to be asked in addition to the highly motivated original initiators. As the program continued, any others who "got the spirit" could have been welcomed. The entry of teachers into the program with all of their attendant dynamic behaviors and attitudes as well as the entry of the administrator, parents and students are as important as the entry of the technical assistance team.

WORKSHOP IV:

Team Teaching

The fourth training session on February 15, 1977 focused on team teaching. Five members of the Chicago Region Team, all Open Corridor teachers, the principal, the resource teacher, an Elementary and Secondary Education Act (ESEA) consultant, and an ESEA teacher were present. The purpose of the meeting was to introduce the topic of team teaching and to assist teachers and parents in identifying collective strengths and interests.

Carl Boyd opened the meeting by remarking that "Those of us at CNS feel that in our interactions with Open Corridor teachers, we're beginning to feel like a team." He continued by reminding teachers that work should be continuing on goal setting and learning stations. "We don't want to forget," he continued, "that previous sessions are ongoing even though we move on to other topics."

The group activity was two-pronged. First, participants were to complete the Team Rating Analysis (TRA) adapted from the Professional Manager by Douglas McGregor. Following that, all persons would take part in a period of sharing. After instructions were given for completing the TRA forms, participants were dismissed to meet in their individual groups. In these sessions, they were to complete the forms, and then cooperatively formulate a definition of team teaching as they understood it. Ten minutes was alloted for those two tasks. The responses for each of the three groups were tallied.

During the sharing period, the T.A. specialist read and interpreted team charts for the whole group. Discrepancies were noted such as disparity in responses. The specialist suggested that "since you know, within your team who made certain responses, I suggest that you arrange to meet and clarify areas of concern." This seemed to be an excellent vehicle for getting individual Open Corridor teams to explore and analyze their attitudes about the program in which they were all involved. The following key questions, stated differently from the way they were phrased in the TRA, were answered.

1. Do we like working together?
2. Do we communicate well - either verbally or non-verbally?
3. Do we know what we're trying to do?
4. Do we handle problems well?
5. Are we really trying?
6. Are we in charge of this program?
7. Is this environment conducive to creativity, initiative, and other indicators of growth?

Staff members were asked to continue to discuss their responses to the Team Rating Analysis. One teacher expressed an interest in preparing a photo document. There was a need to discover others who had interests that would also build self-support strengths among the Open Corridor teachers. This, then, was an example of the Chicago Region Team assisting teachers to recognize their abilities to solve their own problems.

Three objectives of team teaching were presented. They were:

1. Efficient means to meet needs of children.
2. Utilization of teachers' talents and interests to group children according to learning syles and needs.
3. Creative and supportive use of all talents to instruct and enlighten all aspects of the individual child.

Teachers were encouraged to believe that there is no single best objective of team teaching, but rather, a synthesis of their three objectives would seem to include all of the necessary elements to make for an excellent base for teaching as a team instead of teaching as individuals.

WORKSHOP V:

Force Field Analysis

The fifth training session was held on February 22. Carl Boyd opened the meeting by stating: "we felt that it was important to follow up results of the TRA analyses and bring closure to this topic before going on." He then added that one way in which the analysis could be used would be in the formulation of goals for the program.

At this point, one of the teachers on the goal setting committee interjected a brief update on the progress of that committee thus far. "We want," he said, "to consider goals for parents and goals for administrators, as well as goals in the cognitive and affective areas." He promised more specific information at the final workshop. Carl Boyd reminded teachers that input regarding their concerns which are to be considered in planning future workshops would be needed at the next workshop. He then went on to explain Force Field Analysis (FFA) requiring each team went to meet in a different room to discuss and record their answers to the following questions.

1. Where you want to be and when.
2. Where you are right now.
3. Forces which keep you moving toward your goals.
4. Forces which keep you away from your goals.

In the group 2 meeting, a discussion began centered around a particular activity, a musical production of ROOTS. Students were writing their version of the book with the assistance of a dance student from Columbia College who was demonstrating various African tribal dances. Annie Stokes (pseudonym), a teacher, suggested that the Roots musical should be the major goal of the second floor teachers. Another disagreed, saying that the group's major goal should be more broad. As this controversy was verbally explored, one teacher commented, "I want to be at ease and have the kinks ironed out in grouping and team teaching." After further discussion, it was agreed to use ROOTS as the overall unit structure and "subdivide" into various subject areas. The team seemed to feel comfortable with this decision, and apparently felt that the actual unit or activity was merely a construct, since team teaching, as with any other type of teaching, necessarily must flow within some framework. If the ROOTS construct then had excited and motivated the teachers and students, then it could be anticipated that through creative teaching, students would learn to read better.

Group 1 was involved in a discussion of criteria for grouping. Nancy Cannady, a teacher, expressed concern about ability grouping. She thought it might be better to group students by interest. There was a discussion about grouping being based on at least two factors - interest and performance. Only two members of group 3 were present, and so they remained in the large group room discussing media in the school with the specialist.

The groups reassembled and discussed their force field analyses. Our specialist commented, "One of the things you can't see - being so close to the program - is the progress that you've made. Change takes time. It's very encouraging to us to observe this progress. The main thing we're looking to is your taking over this program - not only physically, but conceptually - to actually conduct workshops and draw from each other using strengths of individual staff."

It was announced that there would be a special 90 minute in-service session on March 8. A parent and teacher from the New York City Open Corridor Program would share ideas, particularly about parent involvement. "Parent involvement," our specialist said, "is one of the program's goals". At this point, one teacher inquired if it would be possible for Open Corridor teachers to observe some schools with Open Education programs in progress. "Yes," replied Barbara Stewart, "Open Corridor programs have been identified in Evanston, Illinois at the Martin Luther King School." Later Barbara Stewart and Carl Boyd set about arranging for the field trip which probably would have been quite meaningful since the program at the King Experimental School in District 65 would have shown not only team teaching, open corridor, and other innovations, but an integrated pupil population since all Evanston students participate in a bussing program. Unfortunately, the logistics of the trip, could not be arranged - especially with regard to covering the classes of the twelve teachers who would be leaving Ross for the trip.

One of the problems with the placement of pupils in the Chicago Public Schools is that there is such a rigid pairing of individual children with one individual teacher that there is little or no flexibility if the teacher wishes to visit some other place to gain insight. Schools that are organized around cooperative teaching models often have the flexibility necessary for teachers to visit other sites and gain knowledge about other programs.

There was an interesting final note included in the analysis prepared by the TA observer at the fifth training session. Between now and March 8th, we should explore ways to ensure a sizable parent turnout for this event. Tuesday's workshop agenda might include time for teachers to provide their input concerning this.

Two important extra in-service meetings were held before the final training session on March 1. The first one was held on February 23 during the time provided for afternoon in-service sessions for full faculties in the district. Students are dismissed for that afternoon. The Chicago Region T.A. team, was given 45 minutes to (1) acquaint those teachers unfamiliar with Center for New Schools (CNS),our team, and our work at Ross, and (2) offer to provide technical assistance as requested by those teachers not associated with the open corridor.

The meeting started with Yvonne King presenting a brief history of The Center for New Schools. She mentioned that the three CNS founders were previously associated with Urban Research, the organization that laid the groundwork for the establishment of Metro High School. She continued describing the DTA contract award to study problem solving strategies and the nine funded sites. Following this a slide tape presentation was then given to the group.

Before entertaining questions Barbara Stewart invited the entire staff to participate in the final early morning workshop on March 1. She also mentioned that on Tuesday, March 8, a New York City teacher/advisor and a parent activist would conduct two 90 minute seminars focusing on parent involvement and community participation. The principal invited all teachers to participate, noting that since the times (9:30 -11:00 and 1:15 - 2:45) would conflict with some teacher's class schedules, perhaps the teachers might like to come down during a prep period when they are not assigned to a class. Following a brief question and answer period, Barbara Stewart passed out sheets we had prepared to determine what some specific interest might be. She repeated the earlier offer of technical assistance. Later, the learning disabilities teacher noted that a rather disruptive student in the disabilities program was proving to be a capable student in tutoring others. This statement was directed toward teachers who believe the "smartest overachievers should tutor the underachievers." Interestingly, one of the characteristics named by tutors as desirable shown in Chapter 2 was that a "good tutor does not act overly smart." This revealed that we were beginning to break down barriers of program differentiation towards a holistic approach to affecting the system. The peer tutoring activities were not just being viewed as an adjunct program, but as an integral part of the resource and models pool from which to facilitate problem solving.

The force field analysis had been completed through most of the first two questions - that is (1) Where we want to be and when, and (2) Where we are now. There was one important question still unanswered with respect to questions 1 and 2 and that was, "Where are we with the use of the corridor?"

One teacher answered the question by saying, "We have some learning stations." Another teacher suggested that more functional (as opposed to non-functional) learning stations should be placed in the hall. One participant felt that although materials for the space center were being collected, most of them were coming from teachers and not from children or parents. Another commented that the learning centers remain on display too long. "Perhaps we could assume responsibility individually or collectively," she said "to change the centers on a regular basis." The discussion, then explored the first two force field analysis questions rather thoroughly. Carl Boyd proceeded to facilitate interaction on (3) What are the positive forces contributing to the accomplishment of goals and (4) what are the negative forces leading away from the accomplishment of goals." The list of positive forces included:

1. A variety of teaching styles
2. Freedom to develop curricula
3. Availability of outside help
4. The use of room 102 as an extension of space
5. Curiosity and cooperation of students
6. Peer Tutoring

The list of negative forces included:

1. Fixed seating in one classroom
2. Lack of supplies
3. Lack of funds
4. Failure to use each other as resources
5. Personality conflict

The completion of the FFA was also a means for facilitating a more important team building activity: arbitrating personality differences. Two teachers on the first floor clashed and were open about their feelings toward each other. One of the two requested that Barbara Stewart come to the Monday first floor planning session to help "straighten out" some of their differences. Barbara Stewart was on vacation and Carl Boyd went in her place.

Carl Boyd had this to say about the meeting. "One lesson was learned: intervening as an arbitrator requires sensitivity, tact, wisdom, a good relationship with parties concerned, luck, and a smooth quick exit." The session proved productive in that some decisions were made that should help solve some problems.

1. More time and better scheduling for planning will be requested of the principal.
2. The four teachers will cooperate in changing the learning stations regularly.
3. The team agreed to cooperate in getting students involved in the learning station development.

There was something about the privacy and intimacy of a small group dealing only with their specific problems that seemed to make them far more receptive to criticism. It was suggested that Carl Boyd and Barbara Steward offer to attend as many of these "at random" individual team meetings as they might be invited to attend, especially to serve as facilitators when the group felt bogged down.

WORKSHOP VI:

Implementing Open Corridor School and Resource Center

The final training session was held on March 1, 1977. Two of the parents who had expressed an initial interest in the program attended along with four people from CNS and the Open Corridor teachers. The stated purpose of the meeting was to determine the content for subsequent workshops, and to assign roles and responsibilities.

The structure was as follows:

1. Brainstorming future workshop topics
2. Goals report
3. Resource Center Report
4. Announcements.

During the brainstorming session, one teacher made a rather ingenious suggestion. "How about bussing a half day in-service for a field trip to see other Open Corridor programs?" This seemed highly feasible since children are dismissed for the half day in-service, and in the past, Ross teachers have left the school site to attend the exhibit of textbook materials put on by salesmen at McCormick Place during those afternoons. As enlightening as workshops may be, staff need an option of having the stimulating experience of exploring and moving about this vast laboratory of resources called the community-at-large.

During this same March 1 meeting, a teacher suggested that "we have a session with the principal being the target - I mean, ask her questions." Other teachers chuckled, but one of the leaders said, "She could tell us her views about funding." Another teacher called for "a parent's meeting at a prearranged time." There was no response to this, and interestingly, no request at this point to have a session about how to involve parents more. Someone went on to suggest that they needed a person to come out and show them how to make games and things to use in the classroom. Another teacher carried on, saying, "I know some people from the Hyde Park Teacher Center. They could also give us some advice on setting up the Resource Center." After a while, the group lapsed into silence. Carl Boyd comforted them saying, "Don't feel awkward when you're silent. It means you're turning things over in your mind." He then went on to say, "As you look at this list, think in terms of prioritizing and assigning roles and responsibilities." Another comment: "Before we talk about the principal, we should do the evaluation and planning for next year so that we'll be prepared." "We might need two or three sessions," one participant said, "with the principal." Someone else added, "I think we should meet with the principal every week." There was a mass nodding of heads at this one. The meeting proceeded in this manner until the time was nearly exhausted.

At this point, Carl agreed that the CNS Staff would prepare and conduct the March 15 session which would be planned to clarify roles and relationships between Ross teachers and the CNS staff. Such a session had become necessary because we were attempting to encourage Ross teachers to rely upon our assistance less in the development in implementation of the program. We interpreted their questioning of our roles as resistance to independence from our support.

In the meantime, the March 8 meeting was really the first one planned to follow the six training sessions for Open Corridor teachers. The program featured Betty Parker, a parent activist from School A in New York City, and a teacher advisor from Marion Barber's Workship. They presented two 90 minute seminars to Ross parents and teachers in the library. Their main focus was parent involvement in the Responsive Education Project. Dr. Charles A. Martin, Consultant to the Chicago Region Team, provides a summary of his observation of this event (See Supporting Documents). The team used the same seminar evaluation form that was used for the December 8, Joyce Taylor seminar described earlier in this chapter. The evaluation sheets were discreetly coded so that it was possible to review the responses from both parents and teachers. Highlights of parental reactions are given below.

> Which aspect of the presentation did you find most helpful?
>
> Well, I enjoyed all of the aspects about the meeting and think we should meet with the parents again soon.
>
> I hope the teachers are helping the children in their weaknesses.
>
> Well, most of the aspects I like very much and feel that the teachers and parents should give it a try.
>
> I think getting a program so the children can understand what they are learning.
>
> Teacher and parent learning to know one another better and forgetting about their feelings for two or three hours and putting the kids first.

There is a tone of both hope and hopelessness in these answers to question number 1. There can be little doubt that the parents have some questions about the achievement of their children. They seem to show, too, some feelings of alienation from the teachers. The responses also might be interpreted as showing a remarkable malleability on the part of parents, a willingness to give it another try - especially if it comes in another package.

> Which aspects did you find least helpful?
>
> Well, the most beautiful part is that I think it will help the parent a lot more if they know they can go into the classroom.
>
> All of it was most helpful, but like I said, the parent and teachers should get to know one another better.
>
> Every subject was very helpful, and I liked everything and think all of it will work if we try.
>
> (Two parents did not suggest aspects which were least helpful.)

These responses seem to give some indication of the awesome responsibility facing teachers and those involved in technical assistance. Parents seem to be crying out for communality. Interestingly enough, here are five parents who are not prepared to say that any part of the presentation was not helpful. They simply, in the cases where they responded, extended their hopeful remarks about the helpfulness of the seminar.

> What topics discussed during the seminar would you like to explore further?
>
> About the teacher and parent getting together and helping one another and helping with the children.
>
> I would like all the children's reading scores more better.
>
> Mostly about the parent going into the classroom and helping the children and the teacher.
>
> Parent Room.
>
> A better working condition between the parent and teacher and kids communicating with one another better.

Aside from the one response related to the persistent concern about poor reading achievement, the other responses seem to express an acute desire on the part of parents for entry into the learning environment.

> Do you have any additional reactions to this activity?
>
> Yes, I do by all means. I think that it is about time the parents quit leaving all of the work to the teachers and do their share.
>
> Yes, I feel more parents should get involved and work more closely with their children and the teachers.
>
> I think the parent service can be a big help.
>
> Yes, I would like to see the parent and teacher working with one another more closely.

These parents appear extremely willing to share the responsibility for the education of their offspring. It is interesting, that in all five of these evaluations, not one remark accusing teachers or CNS staffers of "dragging their feet" or worthlessness appears. The information gleaned from the participation of these supportive parents surely strengthens the possibilities for new kinds of parental involvement in the instructional program. The next chapter describes our perspective and beginning efforts at involving parents in the improvement of their childrens' educational experiences.

CHAPTER III: OPEN CORRIDOR

APPENDICES:: SUPPORTING DOCUMENTS

1. Documentation and Technical Assistance (DTA): Linkage Activity 1 Seminar - Open Corridor Project Experiences in Urban Schools
2. Ross Open Corridor Program Seminar
3. Ross Open Corridor Questionnaire
4. Memorandum: Ross Open Corridor School Teachers' Concerns
5. Betsy Ross School Letter to the Parents
6. Chitra Karunakaran: Artists in the Schools
7. Documentation and Technical Assistance (DTA) Project Chicago Region Seminar: Modified Open Education in Urban Schools
8. Betsy Ross School: Letter to the Parents
9. District 21 Information Center (Plans)
10. Parent Teacher Centers: Some Possible Functions
11. Ross Open Corridor School Workshop Schedule
12. Letter to the Teachers
13. Teacher Interest Survey
14. Team Rating Analysis: Ross Open Corridor School
15. Force Field Analysis: A Way of Thinking About Change
16. Problem Solving
17. Betsy Ross School Open Corridor Program Workshop #6
18. Feedback on Brainstorming Session
19. Open Education - Summary

DOCUMENTATION AND TECHNICAL ASSISTANCE
(D.T.A.)

Linkage Activity 1 Seminar

OPEN CORRIDOR PROJECT

EXPERIENCES IN URBAN SCHOOLS

Tuesday, May 18, 1976

3:30 p.m. - 5:00 p.m.

District 21 Office 400 West 69th Street

WELCOME!

This seminar is designed to share useful information about Open Corridor experiences in public schools in two major urban centers, New York and Chicago. We appreciate your attendance, your interest in innovative educational programs and your commitment to the education of our children.

AGENDA

I. Introduction

Frances Holliday
Technical Assistance Coordinator

II. Open Corridor Experiences at
Betsy Ross School
Chicago, Illinois

Panel:

Narin Bowden
John Harnedy
Paul Kerman
Ronald Trent

III. Open Corridor Experiences in
New York, New York

Presenter:

Chitra Karunakaran
Site Researcher
DTA Project - New York

III. A. Introduction

B. Project History and Overview

C. The Open Corridor Philosophy

IV. Group Discussion

Leader:

Chitra Karunakaran

Seminar Coordinator:

Barbara Stewart
Technical Assistance Intern

CENTER FOR NEW SCHOOLS
59 East Van Buren Street
Chicago, Illinois 60605

ROSS OPEN CORRIDOR PROGRAM SEMINAR

November 18, 1976

On Thursday, December 9th, the DTA Technical Assistance Team of the Center for New Schools will conduct an In-Service Seminar for Ross Open Corridor Program Staff.

Our guest speaker will be Ms. Joyce Taylor, intermediate grade teacher at School 1 in Iroquois City. Ms. Taylor will share her knowledge, experiences and views relative to the development of an open learning program. We are sure that you will find her presentation both helpful and interesting.

In order to insure that the Open Corridor In-Service will be of maximum benefit to you, we would appreciate your written response to the attached questionnaire.

Thank you for your cooperation.

DTA Staff:
Frances B. Holliday,
Chicago Region Director
Barbara Stewart,
Technical Assistance Specialist
Carl R. Boyd,
Technical Assistance Specialist
Ilena Crushshon,
Technical Assistance Analyst/Developer
Yvonne King,
Linkage Facilitator

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

ROSS OPEN CORRIDOR PROGRAM QUESTIONNAIRE

1. On what basis are children grouped for instruction?

2. How are daily activities scheduled?

3. How often are team meetings held?

4. How often are cross-team meetings held?

5. Please list your three major concerns relative to the Ross Open Corridor Program.

DOCUMENTATION AND TECHNICAL ASSISTANCE
CENTER FOR NEW SCHOOLS
CHICAGO REGION

MEMORANDUM

To: DTA CHICAGO REGION STAFF
From: Barbara
Re: Ross Open Corridor School Teachers' Concerns
Date: December 15, 1976

The following statements summarize the Ross Open Corridor School Teachers' responses to Item #5 on a questionnaire collected from them on November 19. You will recall that Item 5 asked the teachers to list their three major concerns regarding the Open Program. As you will note in reading the statements below, we have begun addressing some of the teachers' stated needs (via the Joyce Taylor seminars and on-site visits), and we plan to continue to address these needs in our ongoing work at Ross.

1. Need for a clear understanding of the Open Corridor concept and philosophy.
2. Need for information about methods for implementing the Open Corridor Philosophy (How to get started).
3. Need for information about the kinds of instructional materials used in Open Corridor Programs.
4. Need to identify primary goals of the Ross Open Corridor School.
5. Need to develop specific guidelines for the Ross Open Corridor School.
6. Need to draw upon the ideas of all Ross Open Corridor School teachers to create a program that is workable for Ross.
7. Need to develop program, then evaluate/criticize it.
8. Need to create Urban Education Model to provide guidance to other Ross faculty.

Need information about / assistance in:

9. Breaking down barriers blocking a child's natural instinct toward learning.
10. Developing a "more individual child."
11. Assisting children in learning to cope with freedom in decision making regarding use of time, learning situations, etc.
12. Involving all children in the program.
13. Dealing with children who are not able to function in the Open Corridor situation.

MEMORANDUM: DTA CHICAGO REGION STAFF
RE: ROSS OPEN CORRIDOR SCHOOL TEACHERS' CONCERNS (continued)

14. Developing a community life in the school.

15. Developing parental/community involvement in the teaming process and educational program.

16. Developing and using shared learning centers effectively.

17. Drawing upon the special skills of individual teachers in implementing the learning program.

18. Preventing teachers from being "spread too thin" in effort to correlate many areas and activities.

19. Screening children.

20. Developing methods for grouping children from four classrooms for instruction according to their needs.

21. Choosing and implementing skill programs among the four classrooms on a floor.

22. Individualizing instruction on the basis of student level.

23. Meeting the needs of children who are 3-4 years below level.

24. Developing skills in order to produce higher reading abilities.

25. Providing "worthwhile activities" for students.

26. Utilizing available time, space and resources to their fullest potential.

27. Obtaining additional supplies and resources to enhance children's educational experiences.

28. Obtaining and using audio-visual aids.

BS:dh

January 10, 1977

Betsy Ross School
6059 South Wabash
Chicago, Illinois

Dear Parents:

As you know, teachers at Betsy Ross are involved in developing an Open Corridor Program designed to provide more meaningful educational experience for your children.

Your help is needed!

You can help by:

-participating in weekly workshops to be held in Room 302 at Betsy Ross every Tuesday morning from 8:10 - 8:50 a.m., beginning January 18, 1977. During these workshops, members of the staff from the Center for New Schools will assist parents and teachers in exploring ideas about Open Education, discussing concerns and developing instructional materials.

-assisting in the development and management of a Resource Center in Room 302. This Resource Center will contain a variety of resources: audio visual aids, books and articles, materials for constructing learning games and learning stations, etc.

-contributing materials and equipment to be used in the center.
Parents who cannot volunteer time at the school can help by donating resources for the center once specific needs are determined.

Please fill in and return the attached form by Wednesday, January 12, 1977.

Technical Assistance Specialists - Barbara H. Stewart
Carl R. Boyd

NAME ____

ADDRESS ____________________________________ PHONE ____________

_______ I will attend the Tuesday morning workshop session.

_______ I will contribute materials for the Resource Center.

_______ I cannot attend the workshops but would like to know how else I can contribute to the Open Corridor Program.

Signature ___________________________

June 23, 1977
Chitra Karunakaran

Artists in the Schools---Some thoughts based on observations in the Responsive Education Program.

Arts and crafts are an integral part of the Responsive Education curriculum. Children weave, paint, sing, dance, write poetry, act, and this is part of the daily curriculum. When children are learning about Africa or South America, for example, they conduct library research about types of housing, and then build models of clay and papier mache. Then a parent comes in and conducts weekly lessons, spread over an entire semester or maybe more, in dances of Western Africa, for small groups of children who have volunteered and are drawn from all grades (which already are inter-aged, in many instances). Children may make tribal masks and learn of their significance from a student teacher and then use them in a play prepared by the children with help from a teacher or parent. What I am stressing here is that the arts and crafts are an intrinsic part of the child's daily school life, and the arts experiences are provided by the regular classroom teacher with the assistance of older children or children who have a particular expertise, parents and administrators.

Upon this base of daily activity has been built additional creative experience provided by resource persons. These persons vary in their expertise, experience and focus. For example, one parent got in touch with the local high school of music and art and asked them to send some of their interested high school kids to teach music to these younger children in the elementary schools.

Empty rooms in the school are made available for small groups of children to work at instruments of their choice with the high school kids. The parents themselves make their parent room available at the end of the school day to the high school kids, and here they play music for a short time for the mothers and grandmothers who wait there to pick up their children from school. In another school, a student teacher, with a lot of crafts experience was helped by teachers to set up a resource room where children did group murals and large arts and crafts projects which were extensions of their work in the classroom. The corridors in many of these schools are used for large craft activity involving children from more than one grade. The corridors are also used for "corridor sings". Recently, a group of parents in one school became "strolling minstrels" through the school, inviting children and teachers to join in their music making.

It is my impression that, as these schools have worked in these small ways in creating an interrelated curriculum in which the arts have played a duly important part, they have drawn the attention of agencies that are interested in supporting the development of the arts in schools. Thus, at this time, a school has received additional funds from the XYZ AB Fund to pay for renowned artists to take up three-day or one-week residences in the school and work intensively with children. These artists were given a temporary headquarters in a room adjoining the parents room. Children prepared welcome banners and assisted in cleaning and decoration. The groups of children engaged with the artists in intensive workouts. A Committee of Children on the Arts was formed (it is ongoing) and met with the principal to plan activities and relay information about proposed activities to their respective classes. On the last day, the children, artists and parents performed together in an improvised performance. (There are several other examples of other programs that have been funded in these schools over the years, and we can have a further discussion of these resources if this is found to be useful.) Thus, my observations lead me to tentatively conclude that the spectacular programs like the Artists in Residence or the Mural Project are the slow and deliberate outgrowth of more modest but vital attempts by teachers, parents, administrators to tap their own interests and skills, and to provide creative opportunities for children on a regular basis. The children who were able to improvise before a full audience as part of the Artist in Residence Program were able to do this, I think, because they have regular experiences in creative movement, singing, puppetry, as part of the school day, and this has increased their sophistication in terms of materials, skills and expectations.

Some suggestions based on the data:

(a) Find out from parents what they can contribute in terms of expertise and interest in the arts, e.g., quilting, hair styling, dancing, etc. Q: Is there one thing that you would like to teach to a small group of children and their teacher? A resource file of the "Rolodex" variety could be developed for easy access.

(b) Teachers also have special skills in the arts. A teacher could give other teachers (a) workshop(s) on weaving, auto harp playing, dancing, etc. which they can introduce to the children in their classrooms.

(c) Local schools and colleges -- invite (maybe through flyers posted with the drama, literature department, etc.) students and faculty members to contribute on a regularly scheduled basis.

(d) People who know people can help to get materials, e.g., styrofoam, paper products, waste lumber, etc., contributed to the school for use on a regular basis. I know teachers and parents who offer to arrange pickup of these items.

Artists in the Schools (continued)

Some suggestions based on the data: (continued)

(e) Field trips to museums, mural sites. Persons associated with these can be invited to the school to talk about how they were created, and perhaps help the children create their own mural or community artifact.

etc., etc.

DOCUMENTATION AND TECHNICAL
ASSISTANCE (DTA) PROJECT
CHICAGO REGION SEMINAR

MODIFIED OPEN EDUCATION IN
URBAN SCHOOLS

Wednesday, December 8, 1976

10:15 - 11:45 A.M.
1:15 - 2:45 P.M.

BETSY ROSS ELEMENTARY SCHOOL
6059 South Wabash
Chicago, ILLINOIS 60637

Welcome!

This seminar is designed to share useful information about the development and implementation of modified open education programs in urban schools. It affords an opportunity for meaningful discussion of issues involved in the process of providing innovative teaching/learning programs that are designed to improve the quality of educational experiences for children in urban schools.

Seminar Coordinators:

Yvonne King
Linkage Facilitator

Barbara Stewart
Technical Assistance Specialist

Media Specialist:

Ilena Crushshon
Technical Assistance Analyst/Developer

Support Staff:
Sylvia Mills: Administrative Assistant

AGENDA

I. Introduction
Frances Holliday
DTA Chicago Region Director

II. Modified Responsive Education
Joyce Taylor
Media Center Coordinator
School A Responsive Education Program
Iroquois City, Minnesota

III. Group Discussion
Leader: Joyce Taylor

IV. Summary and Evaluation
Carl Boyd
Technical Assistance Specialist

JOYCE TAYLOR

Joyce Taylor is an experienced teacher, librarian and media specialist who has worked in schools throughout the United States, as well as schools in Germany and Japan. In 1970 Joyce chose to work as Media Center Coordinator in an older school in Iroquois and was involved in the development of a Responsive Education Program at that school. She continued in this role when the program she had helped develop became housed in a new mini-school complex in 1975. Joan has earned Bachelor's and Master's Degrees in Education from the University of Minnesota, and she has a wealth of knowledge about the process of developing innovative educational programs to share with Ross School-Community

Documentation and Technical Assistance in Urban Schools

DTA

CENTER FOR
NEW SCHOOLS

59 East Van Buren
Suite 1800
Chicago, Illinois 60605
312/435-3838

OFFICES IN

Chicago, Illinois
Eugene, Oregon
New York, New York

Thomas A. Wilson, Ed D.
Project Director

TEAM DIRECTORS

Frances B. Holliday, Ph.D.
Manford L. Holmes
Teresa C. Lenoir
Richard A. Schmuck, Ph.D
Stephen H. Wilson, Ph.D.

July 7, 1977

District 21 Parents
District 21 Parents Education Council
400 West 69th Street
Chicago, Illinois 60621

Dear Parents:

Thank you very much for listening to the Center for New School's proposal for a District 21 Information Center, and for consenting to help plan and develop such a center. We are excited about the idea, and feel sure that, with your help, the project will be a meaningful addition to the excellent educational services already existing in District 21.

The purpose of this letter is to explain what we have in mind, and to solicit your ideas through a committee from your council who will help in the development of the Information Center. I will also seek individual interests and concerns by interviewing parents by phone or in your homes (when convenient) to be as sure as possible that the center contents reflect the needs of the community. Educators (teachers, administrators, support personnel) are also involved in the center, so we feel very optimistic about its potential for providing a wide range of services.

What we have in mind at CNS: Resource Centers we're familiar with contain:

PRINT MATERIALS:

a. books
b. magazines
c. pamphlets
d. reports
e. microfiche
f. bulletins
g. newspapers
h. surveys
i. bibliographies
j. calendars of events

AUDIO-VISUAL MATERIALS:

a. films
b. filmstrips
c. photos
d. video tapes
c. audio tapes
f. cameras
g. projectors
h. phonograph records
i. television
j. tape recorders

SUPPLIES:

- a. construction paper
- b. tape
- c. copy machines (xerox) (mimeo)
- d. staples, paper clips
- e. rubber bands
- f. cork board
- g. scissors
- h. markers, pens, pencils
- i. calendars
- j. etc., etc., etc.,

FUNCTIONAL SECTIONS

- a. library
- b. workroom
- c. conversation area (lounge)
- d. kitchen (type) space
- e. reception area
- f. nursery (or child care area)

While this gives some (brief) indication of general content, you will want to add to the list and specify the kinds of print materials that will be appropriate and up to date, the feasability of audio-visuals within budget constraints, the projects to be developed with the various supplies, and the settings for the sections.

Eventually the District 21 Information Center may be the focal point for resources and inquiries dealing with the education of your children.

The Information Center can provide for a relaxed atmosphere where parents and teachers can get to know each other, a work and research area addressing innovations in teaching techniques and activities for parents, and the location of an 8:00 a.m. to 4:00 p.m. "hot-line" (Monday thru Friday) where District 21 folks can call and ask for information on current and/or historical issues.

Perhaps monthly forums featuring guests who address educational issues can be held at the center as another source of information.

Your help is needed. Please list on the following page the names and addresses of District 21 Parent Education Council Members who will serve on the planning committee.

We are fortunate to have the cooperation and expertise of Mrs. Josephine Logan and Mr. Billy Gray of the District 21 Instructional Support Staff who have helped shape some ideas and have pledged to continue working with us.

Thanks To Them/Thanks To You,

Carl R. Boyd,
Technical Assistance Specialist

CRB/js

THE CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CHICAGO REGION

DISTRICT 21 INFORMATION CENTER

(PLANS)

I will work on the Planning Committee for the District 21 Information Center.

NAME____

ADDRESS____

PHONE_______________________WORK___________________

REPRESENTING:

District 21 Council_______________

Member-At-Large_________________

School (as LSC Member_____________
SCR_________________
Other____________________)

(If representing school):

NAME OF SCHOOL____________________________________

****

At CNS, contact Carl R. Boyd, Technical Assistance Specialist
Center for New Schools
59 East Van Buren
Chicago, Illinois 60605
(312) 435-3861

PARENT TEACHER CENTERS: SOME POSSIBLE FUNCTIONS

Open Corridor Programs involve the cooperative use of school-community, human and material resources. A school resource center can facilitate the free sharing of ideas, skills, materials and information that is a key feature of open education.

The following are some functions and services you might consider in developing a resource center at Ross:

1. Materials and Equipment

   -Store materials and equipment used to make student learning materials.

   -Display examples of curriculum materials made by teachers and parents, a model learning station, etc.

   -Store and display curriculum materials obtained from publishers, museums, libraries, etc.

2. Resources

   -Provide files of successful learning activities, topics and projects.

   -Provide samples of classroom recordkeeping forms.

   -Provide file of community resources and additional sources of materials, funds, consultants, etc.

3. Library

   -Provide books on education, resource books, children's literature, textbooks, etc.

   -Provide magazines, journals, pamphlets, etc.

   -Provide written information about educational conferences, workshops, courses, etc.

ROSS OPEN CORRIDOR SCHOOL WORKSHOP SCHEDULE

January 25, 1977 - March 1, 1977

I. January 25, 1977......Setting Goals for the Open Corridor School and Resource Center

Open Education and the Open Corridor Concept

School-Community Goals: Some Examples

Resource Centers: Some Options

Developing Goals for Ross

II. February 1, 1977......Classroom and Corridor Learning Stations, I

Learning Stations: What and Why

How to Develop Stations

Station Management

Recordkeeping and Evaluation

Resources: What and Where

III. February 8, 1977......Classroom and Corridor Learning Stations, II

Making and Using Station Learning Materials

Setting Up and Introducing Stations

IV. February 15, 1977......Team and Cooperative Teaching

Identifying Teacher and Parent Strengths and Interests

Organizing Teams

Organizing Students

Planning the Work

Recordkeeping and Evaluation

V. February 22, 1977......Topics and Projects

Choosing a Topic or Project

Planning the Work: Parent and Teacher Roles

Multiple Class and School Projects

Culminating Activities

ROSS OPEN CORRIDOR SCHOOL WORKSHOP SCHEDULE (continued)

VI. March 1, 1977......Implementing Open Corridor School and Resource Center Goals

Discussion of Goals for Ross

Strategies for Implementing Ross Goals

Following this series of six morning workshop sessions, we will provide a ninety-minute session on a topic of particular interest to workshop participants (tentative date: March 8, 1977). We will then begin a second series of morning workshops focusing on specific curriculum areas. Be sure to let us know what you would like to see in these workshops.

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

February 24, 1977

Teachers:

A resource center is being developed for Betsy Ross School. It is located in the spare room of the third floor of the Open Corridor. As planned now, it will contain:

1. Textbooks, magazines, and other materials from various publishers;
2. A skill-by-skill data bank using the skills from the Board Mastery Cards; (This is being developed now. You can help)
3. Raw materials and ideas for constructing various learning activities.

In order to make this Center successful, we need your resources and ideas. If you have professional publications to donate or lend, ideas for the development of the center, or are willing to work on the development of the center, plese let us know by writing your ideas below or on another sheet of paper or by dashing up to the Open Corridor to help out.

One of us will come around within a week to pick up your ideas.

Thanks,

William Wesley
Pamela Renee Johnson
Darrin Carey

Resource Center Committee

TEACHER INTEREST SURVEY

NAME: ____________________

NUMBER OF YEARS TEACHING ____________

NUMBER OF YEARS AT ROSS ____________

SPECIAL INTERESTS/TALENTS ____________________________

____

____

How do you feel about working with children in the following areas?

	LIKE	DISLIKE	INDIFFERENT
1. Reading	____	____	____
2. Writing	____	____	____
3. Listening and Speaking	____	____	
4. Math	____	____	____
5. Science	____	____	____
6. Social Studies	____	____	____
7. Art	____	____	____
8. Crafts	____	____	____
9. Music	____	____	____
10. Movement and Dance	____	____	____
11. Drama	____	____	____

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

TEAM RATING ANALYSIS

Ross Open Corridor School

Adapted from: The Professional Manager
by Douglas McGregor
McGraw Hill, 1976

NAME ______________________________

Instructions: On a scale of 1 to 7, rate the following aspects of team development at Ross.

A. Degree of Mutual Support

1-Every person for herself/himself

7-Genuine concern for each other

1 2 3 4 5 6 7 (circle one)

B. Communications

1-Guarded, cautious

7-Open, authentic

1 2 3 4 5 6 7 (circle one)

C. Team Objectives

1-Not understood by team

7-clearly understood by team

1 2 3 4 5 6 7 (circle one)

D. Handling Conflicts within Team

1-We deny, avoid, or suppress conflicts

7-We accept conflicts and work them through

1 2 3 4 5 6 7 (circle one)

TEAM RATING ANALYSIS (continued)

E. Utilization of Member Resources

1-Our abilities, knowledge, and experience are not utilized by team

7-Our abilities, knowledge, and experience are fully utilized by team

1 2 3 4 5 6 7 (circle one)

F. Control Methods

1-Control is imposed on us

7-We control ourselves

1 2 3 4 5 6 7 (circle one)

G. Organizational environment

1-Restrictive, pressure toward conformity

7-Free, supportive; respect for individual differences

1 2 3 4 5 6 7 (circle one)

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

FORCE FIELD ANALYSIS

A Way of Thinking About Change

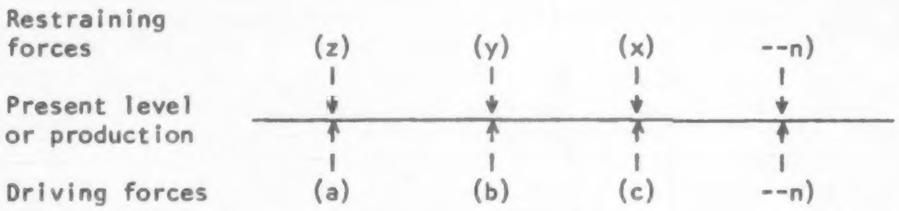
No age, least of all our own, is exempt from change. Too often we see (or suffer) the results of change without having been aware of the processes by which the change came about. We thus have little chance of controlling change and its direction.

One way of thinking about change is Kurt Lewin's concept of Force Field Analysis (1947). Lewin views any particular behavior not as a static habit or custom, ("We do it this way because we always have.") but as a dynamic equilibrium of forces working in opposite directions. Behavior persists at present level as long as the sum of the forces toward change are exactly equal to the forces resisting change. The balance is not a fixed or truly stationary one but is what Lewin calls a "quasi-stationary equilibrium."

Take, for example, the production level of a work team. If forces tending to raise the level of production are equal to the forces tending to lower it, the level remains roughly the same.

To illustrate: Forces driving toward higher production are (a) pressures of the supervisors on the team to produce more (b) desire of some of the workers to attract favorable attention from supervisor in order to get ahead (c) desire of workers to earn more under incentive plan, and so on.

Forces against higher production may be (z) a group standard in the team against 'rate busting' or 'eager beavering' by workers; (y) resistance by team members toward accepting training and supervision from management; (x) feelings by workers that the product they are producing is not very important, and so on. When these sets of forces are balanced, we have "quasi-stationary equilibrium." Fluctuations are only minor.



To change the balance one could (1) change the strength of any force; (2) change the direction of a force; (3) add a new force; (4) eliminate a force. Each step could serve to 'unfreeze' the situation. Note that the important thing is to change the sum, not the number. One strong force may balance several weak ones.

To illustrate: Suppose the workers join a union. Pressing for higher wages may increase suspicion of management (increase restraining force y). Equilibrium may be unfrozen and production moved downward.

In response, supervisors may increase their pressures toward production (increase driving force a). Y may again balance a and the situation return to what it was. But the increase in strength of these forces may increase tension. The situation becomes unstable -- maybe explosive.

Suppose the product is suddenly in demand because of war. This would change workers' feelings of its importance. Restraining force x becomes a driving force. Production may rise.

Suppose a new force, d, is added in form of a new supervisor who wins the workers' trust. He finds other approaches to more pressure. These approaches win respect. Desire to make him look good may weaken resistance to management. Production may rise.

Or suppose a new force is added in the form of a new opportunity to participate in standard setting. This might weaken restraining force z (fear of eager beavering).

In similar ways Force Field Analysis might apply to community problems - say, increasing the vote, getting more participation in an organization, getting support for city planning, improving intergroup understanding, bringing in industry.

Lewin suggests the change goes through three stages:

1. 'Unfreezing' of present situation by changing balance of forces.
2. Moving to new situation or new level.
3. 'Refreezing' at this new level so that change becomes permanent. (despite normal tendency to revert to original state)

Some generalizations:

1. Adding or increasing forces can increase tension; removing or weakening forces may be more constructive.
2. Involving people in decisions about 'unfreezing' and moving may be one of the best ways to achieve 'refreezing.'
3. Change which takes into account only one part of a social system may not hold its own against the rest of the system. Change thus has to anticipate repercussions throughout the system.
4. Force Field Analysis makes us see behavior in terms of dynamic interplay of forces rather than as a static 'given' that never actually exists.
5. Identifying the forces is not enough. We need to know enough about them to know how strong any force is and how susceptible to change. (Sometimes a force may seem to operate in both directions.)
6. The decision for change should contain these steps:
   (a) Diagnosis and understanding the situation we want to change.
   (b) Considering the possible alternatives open to us and choosing the one most appropriate.
   (c) Putting the decision into action.

PROBLEM SOLVING

Problem-Solving Steps	Critical Member Roles	Blocks	Possible Methods
1. Problem Definition Goal Setting Problem Diagnosis	Clarification Summarizing Testing	Ambiguity Over-Generality Over-Rigorous Definition	Problem Census Buzz Group Helping Trios/Quartets Problem Solving Force Field Analysis
2. Idea Production	Informing Giving Ideas	Too Early Evaluation Mixing Testing with Idea Forming Status Threat Size of Group	Brainstorming Buzz Groups
3. Evaluating Alternatives	Reality testing Searching resources Clarification Summarizing Harmonizing	Lack of Experience Too hasty decision Straw Voting Attaching Ideas to Persons	Discussion Group Staff Meeting Helping Trios/Quartets Role Playing Reality Practice Force Field Analysis
4. Decision Making Deciding On Solution	Summarizing Developing Criteria For Decision Making Testing for Concesus	Voting Polarizing Failure to take Conditional Try Mixing Policy and Action Groups	Consensus Getting Voting
5. Planning How To Carry It Out Acting	Initiating Informing	Failure To Pin Down Responsibility Lack Of Involvement Lack of specification of mechanics	Team Planning Committees Work Groups Training for Action

Betsy Ross School
Open Corridor Program

WORKSHOP #6

March 1, 1977
8:10 - 9:00 a.m.

AGENDA

I. Brainstorming Future Workshop Topics (March 15 through April 19)

  a. Considering Previous Sessions
  b. Considering Goals
  c. Determining Roles and Responsibilities
  d. Matching Roles with Dates

II. Goals Report

III. Resource Center Report

  a. February 24, 1977 Memo
  b. Parent Involvement

IV. Announcements

  a. March 8th Session

    1. Lunch together
    2. Parent Involvement

  b. Case Studies

    1. Will be collected when ready
    2. Used as workshop topics

Betsy Ross School
Open Corridor School

FEEDBACK ON BRAINSTORMING SESSION

March 3, 1977

The purpose of the Tuesday, March 1st, session was to "brainstorm" topics and roles for future sessions.

Topics discussed were:

Planning for next year

Evaluating

Teaming

Defining LEARNING and TEACHING

Developing strategies and techniques for becoming an effective pressure group

Taking field trips

Defining CNS - purposes and roles

Developing problem solving techniques

Inviting guest speakers to workshops

Asking questions of Mrs. Flory

Getting funding information

Focusing on and using parents

Focusing on and using students

Making games and manipulatives

During the discussion, it was decided that a priority list should be pulled from this broad list.

In considering a smaller "focus" list, it was also decided that some of the different topics could be merged into one (i.e., developing problem solving techniques can include getting funding information, developing techniques and strategies for becoming an effective pressure group, and focusing on and using parents.)

The example used to indicate how some topics were merged helps to explain why some sessions will be extended for more than one Tuesday morning.

FEEDBACK ON BRAINSTORMING SESSION (cont.)

The next six (6) sessions (which may take longer than six weeks) beginning March 15, 1977, will focus on:

March 15 - Center for New Schools
The Organization
Individual Roles

March 22/29 - Planning/Evaluation

April 5 - Mrs. Flory

Questions on school policy(ies).
Events/Proposals which might (or will) affect Open Corridor plans.

- Resource Center

Preceded by Field Trip?
Functions/Materials

- Problem Solving

Funding
Parent Involvement
Pressure Group Strategies

We left Tuesday's session with the intention of determining who will assume responsibilities for leading workshops beginning March 22nd. The format used to make this determination is up to the Open Corridor Teachers (i.e., teacher volunteers, floor rotation, alphabetical rotation, etc.)

Our March 8th session is divided into two parts. We are looking forward to your participation.

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
Center for New Schools
Chicago Region

OPEN EDUCATION - SUMMARY

FROM THE BOOK Jack Out of the Box: A Practical Guide to the Open Classroom by Lee L. Smith, 1974. Parker Publishing Company, Inc., West Nyack, N. Y.

O OPEN EDUCATION is a philosophy of education based upon a humanistic approach to teaching in order to meet the differing social, mental, and physical needs of each student. It supports organizational plans that eliminate grade labels, promote flexible grouping and continuous progress, and permit the utilization of meaningful individualized instruction.

P PLANNING requires a team approach. We need a cooperative effort of the professionals, support personnel (clerical, cafeteria, custodial), parents, children, and the community. All must be involved in planning the program.

E ENTHUSIASM: We must make a commitment to the philosophy of open education and enthusiastically accept the responsibility of creating an atmosphere that will free each person so that he may contribute to the process of becoming.

N NEW FREEDOM: Freedom is the power of effective choice; choice demands viable alternatives. Freedom is a mental attitude; it is not an end itself, but a means by which thinking, judging, evaluating, and acting may be integrated into the development of individual capacity. In open classrooms, freedom should be for instruction, not from instruction. This new freedom is toward self-direction and self-discipline. Emphasis must be upon learning (what pupils actually do) rather than on instruction (what is done for pupils).

E ENVIRONMENT: We must create a relaxed atmosphere that will free each person from unnecessary pressure and allow him to develop his creative potential. School must be a "fun" place-not a place where you go to experience pain for five or six hours a day and then go elsewhere to experience pleasure. School should be a continuation of one's style of living. Learning must be kept alive, for children learn as they live. The school should be the center of community life.

D DIVERSITY: The philosophy of the open classroom is enhanced by the encouragement of diversity and creativity. Through this encouragement, the individual has a chance to be himself without coercion from others. A diversity of groups and activities gives him the opportunity to find himself at ease in the groups that satisfy his needs.

U UNDERSTANDING: Children look to teachers for guidance in the solution of their everyday problems; they expect teachers to be able to understand and help solve the problems of group living. They look to the teacher as an example. They see how she lives more than they hear what she tells them. Caring must be the teacher's "style of living."

C CONCEPT OF SELF: A well-developed human being is one who has self-respect, because this is a basic need of all humans. A major task of the teacher is to help each child develop and maintain self-respect. Each needs a positive self-concept.

A ATTITUDES AND VALUES: Children look to the teacher as the "expert" in human relations. Children should be guided in making decisions that will result in higher qualities of living. Teachers should help children interpret the values and attitudes that are developed through living together at school.

T TEACHING: Instruction should be based upon diagnosis of individual needs. There should be continuous evaluation of each so that his needs may be analized, learning activities may be prescribed, and the proper materials may be provided to help him develop to his fullest potential. Teachers must provide learning activities that are relevant to the child; it is his right to understand the reason for each activity. When he needs the activity and sees how it is relevant to his way of life, then it will become meaningful for him, and then only will he "learn."

I INDIVIDUALIZATION: We must be sincerely concerned about the welfare of each child and accept him for what he is. We can provide flexible grouping, one-to-one situations, or independent study and call this individualized instruction; but what we should really be concerned about is individualized learning. Regardless of the teaching alternatives we provide, the learning that takes place is by each individual. Each is a unique human being with purposes of his own and a pattern of growth that he must follow in order to develop his feelings and his attitudes because his living demands this.

O OBJECTIVES of open education should be to help each child find and develop his "way of life". We should help each: find satisfaction in learning; realize that subject matter skills are the tools he should use in meeting and solving his everyday problems; develop self-confidence; think imaginatively and openly explore his ideas; free himself to explore the resources of the school and community as well as his own resources; and develop self-direction and self-discipline in order to assume responsibility for his own learning.

N NEEDS: Each individual needs physical activity; he needs to talk; he needs to be a part of a small group; he needs time to work alone; he needs creative activities; he needs some large-group experiences; he needs to be himself. Most human learning is not the result of instruction, but rather the result of interrelationships of human beings as they develop in social situations. We must arrange school facilities, provide materials, manage social relationships and activities that will promote worthwhile and productive living for children. We must evaluate our efforts in terms of the quality of living of every child.

EVERYONE IS A TEACHER

BIBLIOGRAPHY OF SELECTED RESOURCES ON OPEN EDUCATION

Annotated

Barth, Roland and Charles Rathbone
1971 A Bibliography of Open Education. Newton, MA. Education Development Center.

Annotated bibliography of books and articles grouped under twelve headings, among them: descriptions of pratice, theoretical perspectives, the physical environment, curriculum development and implications for teacher education.

Devaney, Kathleen
1974 Developing Open Education in America: A Review of Theory and Practice in Public Schools. Washington, DC: National Association for the Education of Young Children.

Describes a variety of open education programs. Emphasis on conditions necessary in a school system for sustained change toward openness in classrooms. Chapters on principal's role, curriculum, advisors, the teacher as learner, relationships with parents, evaluation of students and a short bibliography of references and curriculum materials.

Dropkin, Ruth and Arthur Tobier (eds.)
1976 Roots of Open Education in America: Reminiscences and Reflections. New York: City College Workshop Center for Open Education.

Historical perspective on open education. Accounts of Akwesane (Native American) education, one-room school houses, workers' education, Yiddish Shules, WPA, Civil Rights Movement-Citizenship Schools, settlement houses and early Progressive Education.

Featherstone, Joseph
1971 Schools Where Children Learn. New York: Liveright.

Essays from The New Republic, published over a period of three years. A practical introduction to open education.

Karunakaran, Chitra,
1976 "The Concept of Community: A Descriptive Analysis of the Open Corridor Approach." Xerox copy available from Center for New Schools, 59 E. Van Buren, Suite 1800, Chicago 60605.

Describes the work of the Advisory Service and Workshop Center for Open Education, City College of New York.

Kohl, Herbert R.
1969 The Open Classroom, A Practical Guide to a New Way of Teaching. New York: New York Review, Vintage Books.

Presents ideas for change in classrooms, particularly change toward less authoritarian modes of classroom control.

Marshall, Kim
1975 Opening Your Class with Learning Stations. Palo Alto, CA: Learning Handbooks.

Ideas and practical suggestions for independent learning within a curriculum structure in an open classroom.

Notes from Workshop Center for Open Education.
Available from Workshop Center, Room 6, Shepherd Hall, City College, Convent Avenue and 140th Street, New York, N.Y. 10031.

A forum for discussion of open education issues published four times during the school year.

Silberman, Charles E. (ed.)
1973 The Open Classroom Reader. New York: Random House contains sixty-five articles written by leaders in the field of open education.

A comprehensive collection of readings for teachers, parents, administrators, and students.

Stephens, Lillian S.
1974 The Teacher's Guide to Open Education. New York: Holt, Rinehart and Winston, Inc.

Practical book with detailed descriptions of day to day activities in open classrooms. Chapters on philosophy of open education, organization of the classroom, curriculum and implementations of the new approach.

"They Can Do It"
n.d. Film, black and white, 34 minutes. Available from Education Development Center, Inc., 55 Chapel St., Newton, MA 02160

A class of 26 six year olds is followed throughout the school year as their teacher introduces and develops open education in their classroom.

Waynant, Louise F. and Robert M. Wilson
1974 Learning Centers. A Guide for Effective Use. Paoli, PA: The Instructo Corporation (McGraw-Hill).

Ideas and directions for practitioners on setting up learning center for students.

Weber, Lillian
1971 The English Infant School and Informal Education. Englewood, Cliffs, NJ: Prentice-Hall, Inc.

Observations and analysis on British nursery and infant schools from an eighteen month study. Written by a CCNY professor and leader in the open education movement in America.

CHAPTER IV: PARENT INVOLVEMENT

Introduction

Sometimes, teachers and administrators are silent when the matter of parent involvement is raised. This silence may indicate some confusion as to the prior right of parents to be a part of the total educational program. Ernest L. Aubry, Attorney at Law, and legal counsel for the Educational Finance and Government Reform Project in Los Angeles, California, presents the legal facts about the prior rights of parents.

> Specifically, relating to parents in the classroom, and, additionally, interaction with parents and others outside of the classroom are matters required of school personnel. Such obligations owed by the schools to parents and such legal relationships are not personal predelictions of the writer. They are grounded in and required by law (Aubry, 1975).

The point is, then, that no matter what the attitude may be of those who are paid to manage the instructional program and despite all the tenuous observations about the difficulties of getting parents to participate, parents have a right to be a part of everything that occurs in and even out of the classroom insofar as it relates to the schools.

This point must be emphasized because it is extremely destructive to the potential of the parent as a school supporter to receive messages, either verbally or non-verbally, which indicate that someone is doing the parent a favor when the parent enters the school. It is unfortunate, also, when parents accept definitions of the boundaries of their involvement. As Bruce Dollar (1977) outlined at a DTA Seminar, there are different levels of parent participation in schools:

(1) Passive participation: receiver of information.
    (a) on child
    (b) on school
(2) Social Participation: attending open house at school, PTA meetings, Bingo games.
(3) Volunteer service.
    (a) Fund raising
    (b) In school non-educational (lunchroom and corridor supervision, clerical help).
    (c) In school educational (tutor)

(4) Recipients of training or education.
    (a) Program related
    (b) Program unrelated
(5) Enlistment as political allies (usually issue-related) includes use of contracts with elites, community organizations.
(6) Paid employment
    (a) Classroom (tutors, aides)
    (b) Non-classroom (e.g. community worker)
(7) Decision making - influence: advisory committees
(8) Policy making - power: governing board; policy committees.

This list is presented in order of diminishing levels of typical parental involvement. The parent is usually contacted when the child has done something wrong, and is even sometimes called when the child does something that is unusually commendable. From this point on, the spectrum narrows. When we get to "decision making and policy making" we generally find very limited parental participation. We contend that optimal parental participation on all levels is desirable, and that the best interests of the entire school community are served when parental presence permeates the program.

Increasing Parent Involvement Model

One of our first successful workshops aimed at increasing parent involvement at all levels in a particular school was held at the Lawless Upper Grade Center on June 4, 1976. This site serves 450 students who have completed the sixth year of schooling and are getting ready for high school. They have had some persistent problems about parent involvement in the fifteen years since the building was completed. Many of the teachers, and some of the parents, describe their problems as unique, and attribute the low level of parent involvement to the fact that the students are really only supposed to be in the school for a two year period. It has been said that there is not enough time to develop lasting, meaningful relationships since the parent population, as well as the pupil population, are just a step above transients.

Our entry into Lawless was atypical because we had a real ally - a person who understands the DTA process - on the staff. One of the consultants to the Chicago Region, is the assistant principal of the school and when a special workshop for that school was proposed to her, she was enthusiastic and supportive.

The guidance counselor, principal, and assistant principal conferred about contents of a letter to parents inviting their participation at the workshop. The letter was drafted, and it was decided that it would be mailed to those 112 parents who would have students in the school during the year to come; thus, parents of students who were graduating were not specifically invited by mail. A blanket invitation was sent to each of the three feeder schools to Lawless, asking principals to post the letter in some place where it might be seen by parents.

During this period, the Chicago Region Team was finalizing plans for the meeting. An attractive brochure entitled PARENT/SCHOOL INTERACTION EXPERIENCES was prepared. The brochure gave the rationale for the meeting, an agenda, and a short introduction to the Cultural Continuity Project in Urban Education (4) and to Gertrude Bass who was to be the featured speaker. Here is a more comprehensive biographical sketch of her.

> Gertrude Bass is the mother of two children; one is a teacher and the other is graduating from Junior High School. She has worked in education, struggling to bring about a change for her children and all Black children in this country. For 12 years, Mrs. Bass volunteered in the schools in a major mountain state city.
>
> The Bass family moved to San Andreas, and Mrs. Bass continued her work in schools. She worked as a volunteer for 8 years and then was employed by the San Andreas Board of Education as an assistant nurse.
>
> In 1968, the City of San Andreas created the Black Education Commission in addition to the Mexican-American Commission and the Asian-American Commission. These minority commissions were established to deal with the problems minorities have in schools. The commissioners were volunteers. They have access to any of the public schools in the San Andreas Unified School District. Mrs. Bass has been a commissioner for 4 year.

> Since Title I, Mrs. Bass has been providing in-services to parents and college students, future teachers in urban schools. She has spoken at Southern California College, University of California, and the University of Southern California. Mrs. Bass has been the Chairperson of the Advisory Council at the PS461 School. She is the Parent Coordinator of the Cultural Continuity Project in Urban Education.

A reading of Mrs. Bass's background information makes it clear that her activities have not been limited to those top levels of parental participation as identified by Dollar. Her story reveals how she acquired her present position. Her special interest in education for African Americans has certainly been a lifelong driving force and she was a volunteer for many years before she became a paid worker. Her activities, which tend to go far beyond an 9:00 AM - 3:00 PM time slot, go uncompensated for the most part. I mention this point because it has not been uncommon in our urban schools for parents to begin as volunteers and then become paid paraprofessionals, especially following some community crisis that jolts the school board, or as the result of funding special projects.

Before introducing Mrs. Bass at the meeting, our media specialist showed a slide tape about the Chicago DTA project. Mrs. Bass also presented a videotape showing the work of parent consultants in Los Angeles. These aids helped the audience to understand and appreciate the project and its purposes. One of the Chicago Region observers commented about the meeting:

> The activity went very well. Mrs. Bass completely enthralled her audience with insightful parent organizing gems which she communicated through her knowledge of culture, literature, education and history. The real attraction of the presentation was Mrs. Bass's ability to effectively speak from her unique parent perspective to the varied audience (parents, teachers and administrators) in attendance. There was something for everyone, and the response at the end (a standing ovation) seemed to indicate that people were challenged and stimulated by what they heard.

There is a point which must be made, even though it may border on the personal. The implications for its inclusion, however, are profound. When Mrs. Bass was brought to Lawless about an hour before the time for the start of the program, she was slightly indisposed. She suffers, intermittently, from nosebleeds. When the meeting started, she had some trouble and had to leave the room before her presentation was to begin. When she returned, she began with great vigor, and asked the audience to ignore her distress. She proceeded, supplied with a quantity of tissues, and finally the difficulty subsided. Contrary to much popular belief Mrs. Bass is representative of those Black parents who are not easily turned around. Here was a woman standing before 100 or more teachers, parents, and administrators, who seemed to believe that what she had to say was so important, that only the most severe illness would deter her. The effect on the audience was great.

One parent reacted thusly:

> The speech was just so full of information, until I just want to shout it out, talk about it to my parents and neighbors, and also to the community. It was so full of truth. I've got a story to tell, now. I cannot find words to express my thoughts of the speaker. It was bread for the soul!

We asked attendants to sign a register, and presented this to the School Community Representative, so that she would have a list of contacts for future reference. Many photographs were taken during this event, and we later had selected pictures mounted and captioned by a graphic artist. We sent the artist to Lawless School to mount the photo display on a bulletin board in the corridor next to the office. This served to further heighten interest in our activities, and the assistant principal reported that teachers, parents, and students, often paused and reminisced about the workshop as they looked at the photo-gallery.

With regard to the June 4 meeting, which we call Linkage Activity #16, there were other positive implications. We have always been interested in using resources from one of the nine funded sites to further the work in the Chicago Region. The San Andreas research coordinator (King, 1976), in describing what she felt were ramifications of relations between the Chicago Region and the San Andreas site said,

> This linkage activity has increased the rapport with the Cultural Continuity Project in Urban Education tenfold. The San Andreas site demonstrated through their cooperation, an increased amount of trust. An example of their eagerness was manifested in their suggesting that we play the excerpt from the videotape they had made of the parent consultants role playing in one of their training sessions. Thus this linkage activity was successful both from the perspective of the San Andreas site and from the perspective of our work in the district.

Educational Cultural Continuity and The Extended Family

Gertrude Bass is also associated with the Family Life Style Committee and Advisory Council in San Andreas. The council had prepared a list of 12 objectives for themselves in improving community involvement in the schools and this list was made available to us as we prepared for the seminar. The objectives describe unique ways in which parents may gain positive entry into the school. Excerpts from their statements follow:

> We have agreed to contact working mothers to set up a sub-mother plan for emergency purposes, in case a mother works as far away as 15 miles from her child's school, she may designate a substitute parent within our school volunteer group to assume the responsibilities of giving directions on what should be done for the child, until the natural parents get there...
>
> Address ourselves to attitudes, policies and practices that affect our children's future, whether it be on the streets, in the classrooms or in the home...
>
> Set up workshops that will be interesting about family life styles of day to day survival, and formal and vocational education...
>
> To converse with at least five different children on the school grounds, and instill in him/her that they are somebody and give one positive reason for them doing their best to obtain an education. Be hospitable and welcome all parents to join in some function that affects his or her child.

We note that there is a great willingness to assume responsibilities outside of one's own family on the part of Mrs. Bass's group. That this fact is not unusual for African Americans is supported by the research conclusions in A Formulative and Empirical Study of Black Families prepared by Nobles et al:

> A large majority of the respondents of our sample reported extra familial kin ties; Seventy-two percent indicated that they were considered family by unrelated persons. Sixty-eight per cent of the 44 respondents also viewed nonrelatives as their own family members.
>
> By demonstrating that Black family interfamilial and intrafamilial relationships were guided by principles that traditional researchers failed to take into account, the intent of this analysis was to provide a new interpretation as well as new information, on Black family dynamics and familial relationships. Essentially, this analysis demonstrates that the pattern of familial relationships are, in fact, a necessary aspect of the survival of the Black community (1976).

Lawless Career Based Education Workshop

The Lawless Academic Center Community was the recipient of another DTA activity. A seminar entitled "Career Based Education: Developing an Innovative Teaching/Learning Program" was planned for November 16, 1976 in the school library. The meeting was held during one of the regular afternoon in-service time slots when students are dismissed for the day. Three parents attended, after having been notified via mimeographed letters carried home by children.

The Lawless principal had asked for our help in planning the meeting as a way of preparing teachers for undertaking what might prove to be an awesome task. Lawless School had always been called an Upper Grade Center, meaning that students came to Lawless after they finished the 6th grade, and before they went on to high school. In the Summer of 1976, the Chicago Board of Education was working toward phasing out Upper Grade Centers. District Superintendents were advised to direct all staff persons to begin conceptualization and implementation of an instructional program that would be more indicative of present day innovations, such as career based education.

The November Workshop began by teachers questioning the purposes for the session. Specifically, some questioned the legality of teachers having to work on "changing the nature of the school." The principal told them that it was an "in house" task and that with the support of CNS, they could begin the session by identifying critical school community strengths and weaknesses. As the large group activity progressed, the teachers generally projected an extremely negative posture, as indicated by non-verbal expressions. It was not until we moved into six small groups that the resistance began to melt. Each small group was asked to identify strategies for innovation in six categories, as related to career education. The six categories were goals, organization, curriculum, staff, students, and community resources. When the teachers began interacting, attitudes seemed to become more positive, as individuals in groups found that they did have ideas about the categories. A wealth of strategies were identified, and teachers seemed to feel very positive about their performances, with tasks they had initially considered not only uninteresting, but impossible. The sharing period was entered into heartily, and when it was time to leave, many wanted to talk on. The principal thanked our team warmly, saying, "Few organizations could do such a fine job on such short notice."

Parent Advisor - Open Corridor Model

A summary of the March 8, 1977 presentation at the Ross School featuring Betty Parker and Violet Thomas is inserted here because there are important implications for understanding the character, functioning, and motivation of parent activists in the official role of a parent open corridor advisor. Charles A. Martin, Bureau of Educational Research, Howard University, who is a consultant to DTA, Chicago Region, observed this about the Parker presentation:

> Betty Parker enthusiastically described her role as a parent resource in the Responsive Education Program at School A in New York for the past 8 years. School A is a racially and economically diverse school located in Northern Hattsville known for its strong parent association and community teacher, parent collaboration. Parents, according to Parker, have defined the school and its program in terms of the cultural identity of the community. During Ms. Parker's discussion, it became obvious that the concept of the community schools is in much evidence at School A. As Kenneth Haskins has suggested, School A represents the "universe of responsibility where the child is thought of as part of the school as well as the classroom."

One cannot help but be impressed by Betty Parker and an examination of her philosophy and behavior is worthy of our attention. She was one of the founders of the Black Parent Union School A. According to their creed, they work to

> Promote an understanding of the particular education needs of the Black Child.
>
> Render assistance to both the parents and children of the Black Community of School A in obtaining programs to enhance the learning of Black culture.
>
> Begin a concerted effort to establish a funded program dealing specifically with the teaching of Black arts and history.

A DTA recorder visited School A and made a number of observations about the school atmosphere, and especially noted the Parent's room. This room, she observed, had a large display made by two parents. There were cartoon cutouts of political figures who were prominent in New York City. The display, obviously, was to make parents aware of the control politicians have over the schools. The door to the parents room was covered with memos, posters, and bulletins about past and future meetings. Copies of the latest handbook about the school prepared by the Parents Association were ready for distribution. The room was furnished with a couch, a desk and chair, a table on which stands a coffee pot and cups. This was an information center of the first order.

The recorder encountered a parent in the hall and asked if she was Betty Parker. She replied, "Yes," and then talked on as the recorder listened.

> It's a touchy situation. There has never been any attempt made to recruit Blacks into the school. Tokens, yes - be on this committee, but never have Blacks been asked to participate as a group. I called a meeting of Black parents to the Union of Concerned Black Parents, which I am trying to set up. Only a handful came. I am reviewing strategies about how to enable more Black parents to come. One thing I will do will be to hold a meeting during school hours, perhaps early in the morning, so that at least those parents who do not work can make it. I had been calling meetings at night, and many parents said they could not find sitters, but that they really wanted to come. I'm going to try to arrange for child care at the school during meetings.

Here, then, we have in Parker, a strong model - a parent who knows strengths in the African World View, and who is prepared to move within her cultural world with sustained energy, inspiring others as she skirts the barriers and moves toward the positive valences in her field. It was a tribute to her inspiration that our technical assistance specialist was able to address the following letter to her after the March 8 meeting in which she had described her work.

> Thanks, again, for your participation. Thanks also for your "sister school" letter (April 7, 1977) copies of which have been distributed to Ross teachers and parent representatives. You will be pleased to learn that the Ross school community is anxious to develop a sister relationship with School A.

Parent Involvement and Educational Cultural Continuity

Our attempts at technical assistance directed towards greater parent involvement are based on the assumption that the family is the basic unit from which cultural strengths of children develop. As Billingsley (1968) and Nobles (1976) point out the Black family unit is really a network of persons functioning in concert as an extended family group. Suprisingly enough it has been the institution of the Black family which has been most protective of African culturalisms, despite the continuous assaults on Black family life over the centuries.

A speech "You Don't Have to be a Star" delivered by Carl Boyd, one of the technical assistants to the District 21 Parent Education Council on May 6, 1977, reflects the Chicago Region's view on parent involvement.

> The District 21 Parent Education Council addresses issues such as changing the name of Parker High School to Paul Robeson High School, the legality or illegality of community review in school principal selection and pupil transfer policy as school populations change.

After the meeting, the specialist was deluged with requests for the speech, as well as requests for speaking with other parent groups.

Low Upper Grade Center Local School Council planned a recognition party for parents on May 19, 1977. Certain Low parents had attended the May 6 meeting, and the School Community Representative invited the TA specialist to attend the party and to be the guest speaker. She specifically requested that he use his "You Don't Have to be a Star" speech.

After the speech was repeated, parents expressed an interest in two things. They wanted to know how the Low Local School Council might implement some new programs. They wanted to know about ways in which programs could be developed to illustrate the difference between Low Academic Center and Low Upper Grade Center. Parents and teachers showed an interest in seeing that the name change also represented a change in student motivation and progress through new programs and curricula. Here, then, was an informal request for technical assistance, so the TA specialist explained the resources of the Center for New Schools, and left instructions for requesting entry.

The Beale School had scheduled an in-service meeting for May 26, 1977. It was to be a joint meeting involving the school faculty and the Parents Local Advisory Council. Again, a member of the Beale Local Advisory Council had attended the May 6 District Council meeting, and heard the remarks made by our TA specialist. He was invited to share his feelings with the Beale group.

The thrust of his message dealt with the need for parents to be actively involved in the school's program by volunteering to assist teachers, by learning to tutor their children, by sharing information about children and the community with teachers, by bringing in materials for special projects, and by being a frequent visitor to the school and thereby, offering support to teachers, students, and administrators. The specialist went on to mention other groups with whom he has been working, so that parents might develop some community feeling with others in District 21, and perhaps, as a result of that development, work toward the accomplishment of certain common goals, such as the establishment of a District 21 Educational Information Center.

The message concerning the importance of parent involvement was carried to a group of pre-school parents at the Carter Woodson Library on May 28, 1977. This meeting was set up by the children's librarian, and was of particular interest to Chicago Region Team members, because we believe that there is more hope for sustaining parent involvement if parents are brought into school activities early. We were pleased to have the opportunity to address the parents of beginning students in the hope that we could strengthen their understanding of the need to be involved continuously with their individual schools.

Again, one of the teachers at Low Upper Grade Center who heard our specialist speak at the Parent Council's Recognition affair asked if the message could be given to a group of upper grade students on May 31. The specialist was eager to comply, and presented an informal inspirational "rap session" to the young audience. The teacher who planned this encounter wanted to motivate the students to see themselves as worthwhile by having it confirmed by an "outsider." Our specialist's motive was to help students understand the strengths in their Black culture and inspire them towards building on those strengths. At the end of the 40 minute meeting, students applauded and asked our team member to return.

What we have here is an example of the spiral effect that can become operative when a strong, dynamic message riddled with truths easily confirmed by the listeners is unveiled. Certain ties were formed as the result of that landmark presentation on March 6 that may have far-reaching effects on the work of the Chicago Region Team in District 21, including the possibility of a District 21 Educational Information Center.

We learned a number of things about parent involvement in the district. One of the most important was that the community has a high tolerance for diverse activities and for repetition of those activities that seem to have value. There is, apparently, little concern about "too much of even a good thing." When a good model is unveiled, community members seem to say, "Show it again. I want this group to hear the message."

Teachers and administrators in District 21 seem to feel increasingly comfortable with parents in workshops. The reactions of the Lawless group to Gertrude Bass illustrated this point. Teachers were the first to congratulate her on her presentation - asking if they could secure copies of her sensitive poems. She did not project an"I am only a parent" posture, and the teachers reacted to her with due respect.

We found that special attention must be paid to the manner in which one invites parent inclusion, depending on the occasion. For example, mailing invitations to workshops on regular school stationary seems to help to increase attendance. There have been other workshops at Lawless that did not attract 100 persons, but this time, parents received a letter in the mail right along with other communications too important to be handed to a child. The Lawless School has experimented with bulk mailing privileges in the past; but they feel that since it is difficult to determine when the post office will deliver bulk mail, it is better to limit the target audience, if money is a problem, and send the message first class. This seems to let parents feel (since many have seldom received school messages this way) that what comes first class is something of value. The actual wording, too, of invitations to workshops or other school events must be carefully handled. An invitation that sounds cold and sterile will usually guarantee a poor response, but an invitation that is both personal and stimulating more likely will get parents in a frame of mind to come out and participate.

The issue of parent involvement is perhaps the most overworked expression in urban school communities. Teachers, administrators and many observers of urban schools have taken the position that more parent involvement brings about increased school success. What constitutes parent involvement covers a wide range of activities, including accompanying classes on field trips and participating in the selection of staff.

There are still serious questions to be raised regarding relevant parental participation in the schools. The Chicago Region has learned that parents are interested and concerned, and that parents have a basic trust of the schools. What we must caution against is the nature of parent involvement likewise being based on notions of cultural deficits. In particular we are concerned about the potential for blaming lack of parental involvement on low achievement of students and for encouraging the kinds of parental involvement which essentially preclude policy-making at all levels. Our attempts to address these questions are reflected in a recent paper by Carl Boyd (1977a). With these issues very much in our minds we engaged in further assistance activities described in the following chapter.

CHAPTER IV: PARENT INVOLVEMENT

APPENDICES: SUPPORT DOCUMENTS

1. Documentation and Technical Assistance (DTA): Linkage Activity 16 Seminar - Parent/School Interaction Experiences

2. Community Involvement in Responsive Education - Parent-Teacher Guests from New York Conduct Seminar at Betsy Ross School

3. Some Observations on a Unique Theme - Calculated Change in an Urban School by Charles A. Martin

4. Black Parent Union

5. Letter to Mrs. Betty Parker

6. The Family Learning Center: (A Pamphlet) Prepared "For Parents Only"

DOCUMENTATION AND TECHNICAL ASSISTANCE

(D.T.A.)

Linkage Activity 16 Seminar

PARENT/SCHOOL INTERACTION EXPERIENCES

Friday, June 4, 1976

1:00p.m. - 2:30p.m.

LAWLESS UPPER GRADE CENTER
7010 South Princeton
Chicago, Illinois 60621

WELCOME!

This seminar is designed to provide information about parent/school interaction experiences in San Andreas. We hope that the ideas and insights generated here will furnish a springboard for future planning and action in Chicago. This seminar will also provide an overview of the Center for New Schools' Documentation and Technical Assistance (DTA) Project. We appreciate your attendance, your interest in parent involvement in school programs, and your commitment to the education of our children.

AGENDA

I. Introduction

Frances Holliday
Senior Associate
Center for New Schools

II. DTA Project Overview
A. Slide/Tape Presentation
B. Questions/Answers

Moderator

Yvonne King
Research Coordinator

III. Parent/School Interaction in San Andreas

Gertrude Bass
Parent Coordinator
San Andreas Cultural Continuity Project

V. Remarks

Maude Stroud
School Community Representative
Lawless UGC

Spurgeon Gaskins
Principal
Lawless UGC

SAN ANDREAS CULTURAL CONTINUITY PROJECT

The Cultural Continuity Project in San Andreas focuses on getting parents involved in school-wide problem solving and decision making in two elementary schools. Spearheaded by members of a local community mental health center, the project provides training and assistance for parents who want to make schools more responsive to the educational, emotional and physical needs of their children.

Mrs. Gertrude Bass is a parent coordinator who serves as chairperson of the Parent Advisory Council at one project school. An active participant in local school and community affairs, Mrs. Bass has a wealth of experience and expertise in the areas of parent/school interaction.

Jim Taylor
Media Specialist

Seminar Coordinator
Barbara Stewart
Technical Assistance
Intern

CENTER FOR NEW SCHOOLS
59 East Van Buren Street
Chicago, Illinois 60605

March 7, 1977

COMMUNITY INVOLVEMENT IN RESPONSIVE EDUCATION

PARENT-TEACHER GUESTS FROM NEW YORK CONDUCT SEMINAR AT BETSY ROSS SCHOOL

Dear Parents:

You are cordially invited (encouraged) to attend a presentation on Responsive Education at Betsy Ross School tomorrow, Tuesday, March 8, 1977.

Our guests from New York are Betty Parker, organizer and chairperson of the Black Parents' Union of School A in New York, and Violet Thomas, Teacher Advisor with Marian Barber's Workshop for Responsive Education in New York.

Their joint presentation will focus on The Community As A Resource In Responsive Education Programs.

As parents of students in Ross's Open Corridor Program, you should find this seminar extremely interesting. Mrs. Thomas and Mrs. Parker are anxious to answer your questions on Responsive Education. Sessions will be held in the school library at 9:15 a.m. and 1:15 p.m. Both sessions are the same, so please attend the one most convenient for you.

THE COMMUNITY AS A RESOURCE IN RESPONSIVE EDUCATION PROGRAMS
BETSY ROSS SCHOOL LIBRARY - Tuesday, March 8, 1977 - 9:15a.m. - 1:15p.m.

Presenters: Betty Parker, Black Parents' Union: School A - New York
Violet Thomas, Teacher Advisor on Responsive Education
New York

DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT
CENTER FOR NEW SCHOOLS
CHICAGO REGION

Some Observations on a Unique Theme-Calculated Change in an Urban School

By Charles A. Martin, Bureau of
Educational Research, Howard
University; Consultant to DTA
Chicago Region

The Chicago Region DTA under the auspices of the Center for New Schools is stimulating the capacity for change in an urban public school environment, a traditionally inexorable environment. One of the major assumptions the Chicago Region DTA had to overcome is the notion that urban schools are so "grim", "intellectually sterile", and "esthetically barren" that no matter what the impetus, change cannot occur.

Betsy Ross Elementary School on Chicago's mid-southside was selected as an appropriate urban school site to prove that the melancholy nature of an urban school need not persist. The three floors of the south end of the school building are now devoted to developing an "open corridor" approach to learning---a hybrid of the British Informal Schools.

A crucial aspect of creative change in urban schools such as Betsy Ross is providing consistent, qualitative and quantitative resources for the implementation/design teams. Recently committed agents of change are usually encouraged by those who have suffered through the anguish and success of similar institutional change. In this instance institutional change refers to the restructuring of the school/community environmental paradigm. The problems or social, educational discrepancies that have been identified within the urban school/community will be solved with the intent to radically change the existing instructional paradigms.

As the staff of the Chicago Region DTA has consistently and persistently gathered and organized ideas and experiences within and outside (knowledge utilization) the Betsy Ross School ecosystem strong focus has been placed on developing the open corridor program while building on the cultural strengths of the students - the consumers of education.

When developing and implementing a design for change all of the thematic external organics must be consulted by the internal organics-those immediately involved in the process of change. A primary level consultation took place between the staff and administration of Betsy Ross Elementary School and two representatives from an open-corridor program in New York City. The meeting affirmed the practical linkage between resources in the DTA network and one instance of the occurance of knowledge utilization within that network. On Tuesday March 8, 1977, Ms. Violet Thomas an on-site resource open-corridor advisor and Ms. Betty Parker, a parent open-corridor advisor, acted as resources for open-corridor utilization at the Betsy Ross Elementary School. This team of staff/parent open-corridor advisors provided a unique perspective on the use of corridors as extensions of the classroom. This intra-colleague session was arranged and hosted by the Chicago Region DTA. Barbara Stewart and Carl Boyd, DTA technical assistant specialists, acted as facilitators.

Barbara Stewart opened the session and set the tone for the day's interaction. After the introduction of the resource team. Violet Thomas described her role as an on-site open-corridor advisor. Ms. Thomas provided a vivid description of the Responsive Educational Program in School A and School B in New York City. While the British Schools were forced to adopt this plan because of overcrowding, urban schools in the United States are adopting the plan as a survival mechanism for public education in the big cities. Violet described the Responsive Educational resource center in the basement of a Bricktown School as a team-colleague effort involving shared decision-making and the use of the community in curriculum development. There is consistent use of school/community resources in collaborative management, determining instructional configurations and designing and implementing projects.

Betty Parker enthusiastically described her role as a parent resource in Responsive Education at School A for the past eight years. School A is a radically and economically diverse school located in Northern Hattsville known for its strong parent association and community, teacher, parent collaboration. Ms. Parker exemplifies a strong parent commitment to a school where a parent puts in two to three hours per week and can attract five hundred parents to the school for discussion of school related issues. Parents, according to Parker, have defined the school and its program in terms of the cultural ambience of the community. During Ms. Parker's discussion it became obvious that the concept of the community school is in much evidence at School. As Kenneth Haskins has suggested, School A represents the "universe of responsibility where the child is thought of as part of the school as well as the classroom."

Ms. Melanie Johnson, an open-corridor teacher at Betsy Ross, pointed out that "we are just getting started," and there is reticence between parents and teachers. William Wesley another Ross open-corridor teacher also pointed out the "tenuous relationship between teachers and parents." Mrs. Eloise Flory, the Principal of Ross, interjected that "we (staff) have a tenuous relationship with each other". Mrs. Flory extended her questions by asking the resource team, "How do we use ourselves (staff) and the community as a resource? We are not getting the best out of each other or the community."

Violet responded by suggesting that an open, communications loop between the school and community be established. She urged the teaching staff to inform, communicate, and formalize early (in the school year) class meetings with parents for collaborative planning. She said that "working together is habit forming." She indicated that each Responsive Educational school has a parent's room where parents can meet, organize, develop and create.

Betty Parker suggested that parents who work are kept informed in small, evening group meetings by parents who are available in the school on a daily basis. Parker further stated that parents can seek involvement at several levels. Parents are encouraged and oriented to tutor, to do preliminary planning for field trips and external excursions and to initiate new programs.

Parker emphasized that parents should be able to clearly articulate the school program to the community. Parents promote the school as a function of the school promoting the cultural norms of the community. Parker and Wesley pointed out that parents and teachers can only understand the difficult role they both play through interactions. The adversary relationship must be significantly reduced.

One of the parents asked, "Before parents and teachers get together to help the children, shouldn't we get together to understand and respect each other?" Further, the parent pointed out that you "gain respect of the child before you get respect of the child".

A brief encounter took place between the principal of Ross School and a parent. The parent contended that the community relations guidelines of the Chicago Public Schools state that there must be a parent room in each school. Mrs. Flory responded that "you can do what you want in the open-corridor area and you can have room 102 as a parent room." She also "invited" other parents to come over and get the ball rolling.

Violet Thomas urged the open-corridor teachers to "encourage, and if necessary prod" parents into the school for collaborative curriculum and instructional planning.

A concerned and interested teacher asked, 'What are the probing techniques you use to tap student interests?" Ms. Thomas replied that when dance is taught we relate to the child's interest in the "hustle" and the "bump" and then extrapolate to other forms of dance. Specifically she stated that the teacher must "tap what you have. The kid appreciates what he/she is and what he has and extend that into the wider world. Pull on the resources of the children."

The concern of most parents vis-a-vis the school focuses on skill development. This concern was, also, echoed by the Ross School parents. A parent asked, "Will the open-corridor help my child develop mastery of basic skills?" Ms Thomas' answer was definitive. She indicated that "Open means mastery with support. Support the child where he or she is."

There was general concurrence on the part of the responsive education teachers that the program is "basically good for most children".

As the group discussed the origins of the responsive education approach to learning, it became obvious that this is similar to the learning that takes place in most traditional African societies. The elders (adults) serve as resources to the young at various levels in their development without the presence of artificial barriers. Using the open-corridor approach facilitates building on the cultural strengths of the child.

As the group left for lunch one could hear Mrs. Flory lament, "What will we do when the CNS staff leaves?" This is a question that will be only be answered in time-time and the permanence of implied change.

This session provided affective data for the technical assistance (DTA) personnel to interpret and incorporate into their training mode. Team building must be consistent with continued planning. As the school's staff and the community are in conflict and/or in agreement the focus on problem solving must be sharpened. Creative conflict can reveal the deeper dimensions of the problem(s) and rigorous analysis can lead to more substantive change.

CAM

BLACK PARENT UNION

1. To work within the framework of the recognized parent body, the "Parents Association of School A" following its rules and precepts.

2. To develop community resources with appropriate liaison personnel to provide continued input into the school.

3. To promote an understanding of the particular educational needs of the Black child.

4. To render assistance to both the parents and children of the Black community of School A in obtaining programs to enhance the learning of Black culture.

5. To use the school as a major resource in the growth and development of the Black student.

6. To engage in meaningful dialogue with parents other than Black and to invite them to join in the exploration of new educational modules.

7. To promote workshops both in the school and in the community to enhance cross-cultural exchange.

8. To begin a concerted effort to establish a funded program dealing specifically with the teaching of Black arts and history.

9. To commence a district wide consolidation of Black parents and students so that representation on all school levels is attained, both professional and parental.

10. To promote, with other groups, legislation that will allow Black parents a voice in the decision making process in the upper levels of the educational hierarchy.

11. To provide the individual Black child with an educationally sound program of instruction based on his/her present and future needs.

12. To monitor the trends in education as they affect the Black student, i.e. Black teachers and administrators in the schools, new reports that have far reaching consequences in the education of the Black child (Gilbert Report) etc.

13. To involve the entire school community in the learning process that reiterates the statement, "though we are all unique, we are all quite similar."

get involved: Call Betty Parker 976-6313

Documentation and Technical Assistance
in Urban Schools

DTA

A Project of Center
for New Schools,
Chicago, Illinois and
of Center for Educational
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Eugene, Oregon

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April 7, 1977

Mrs. Betty Parker
30 Juniper Street
New York, New York

Dear Betty:

Thanks, again, for your participation in the Ross School meeting, March 8, 1977. Thanks also for your "sister school" letter (April 7, 1977); copies of which have been distributed to Ross teachers and parent representatives.

Your input at the meeting was extremely helpful in terms of answering questions on the spot, and in terms of long range implications for practical applications you put forth.

You will be pleased to learn that the Ross School community is anxious to develop a sister relationship with School A. You will be hearing from them as soon as they return from their Spring break (April 25 - April 29) on or near May 2, 1977.

Please keep in touch. Enclosed is a copy of an audio tape of the two sessions.

Best of Everything,

Carl R. Boyd
Technical Assistance Specialist
Documentation and Technical (DTA)
Assistance Project-Center for New
Schools

CRB/js
Enclosure

HOME

THE
FAMILY
LEARNING
CENTER

(A Pamphlet)
PREPARED "FOR PARENTS ONLY"

BY: THE CENTER FOR NEW SCHOOLS
59 East VanBuren
Chicago, Illinois 60605

MYTHS*

Many stories are told to explain why our children do not learn in school. These stories are believed by many parents and teachers, yet there are no facts to back them up. Such stories are called Myths! Some of these myths are:

*"there is no father in the home"

FACT: MOST OF THE CHILDREN HAVING PROBLEMS IN LEARNING DO HAVE A FATHER IN THE HOME.

*"too many children (in the home) and (in the classroom)"

FACT: NO ONE HAS BEEN ABLE TO PROVE THAT CHILDREN LEARN MORE WITH 15 IN A CLASS THAN WITH 35, OR EVEN 40.

*"black people have low I.Q.'s"

FACT: EVEN WITH THE SOCIAL BIAS BUILT INTO I.Q. TESTS, THE I.Q. OF BLACK CHILDREN AS A GROUP IS NORMAL.

A measure of I.Q. is a measure of past learning. Its a myth that the I.Q. is a measure of future learning.

*"teachers,, principals, psychologists, etc., know more about how to educate your child"

FACT: LEARNING BEGINS LONG BEFORE SCHOOL. CHILDREN LEARN FROM THEIR FAMILY THE MOST DIFFICULT LEARNING TASK - LANGUAGE.

CONTINUE TO TEACH.....while cooking......
.....................doing housework.....

PLAY: What goes together?

.Arrange the cans of food so that all the soup is together, (or, all the vegetables ....)

.Sort the clothes. Put all the white clothes together...Put all the red clothes together...

.Match the socks. Put each with its mate.

.Put all pairs of socks in the top drawer. Put your shirts next to them.

PLAY: How many?

.Show me with your fingers how many are in your family.

.Put one plate on the table for each member of our family.

.Put one glass next to each plate.

.(Continue until child can arrange 6 articles without direct instruction)

..............or on a picnic...........

.Find several pairs of leaves that look alike.

.Find a leaf with a missing part-have child show with his finger the shape of the missing part (or, using a stick, have child draw the leaf shape in the dirt.)

.Play "Simon Says"

.Take a bean bag; use the picnic basket and give prizes (orange, cooky) for catching the bag or for tossing the bag into the picnic basket.

.Play hide and seek: Let child watch as each family member hides behind a tree Child wins if he can call name of family member before touching the tree behind which the member is hiding.

BIBLIOGRAPHY OF SELECTED RESOURCES ON PARENT INVOLVEMENT

Annotated

Carter, Margaret, Donald Moore, Kathy Blair and Frances Holliday
n.d. School and Community: Partners in Problem-Solving. Springfield, IL: State Board of Education.

Comprehensive manual for parent involvement. Includes examples from projects across the nation, and an annotated bibliography.

Center for the Study of Parent Involvement (CSPI)
2544 Etna Street, Berkeley, CA 94704

An organization which offers workshops, institutes and several publications to encourage parent involvement in education.

Committee for Citizen Involvement in Public Education
1975 Toward Greater Citizen Participation in Public Education. Chicago: Chicago Community Trust.

Reviews effects of citizen participation in education and recommends strategies for increasing meaningful involvement.

Davies, Don (ed.)
1976 Schools Where Parents Make a Difference. Boston, MA: Institute for Responsive Education.

Eleven case studies which demonstrate how parental involvement can improve the quality of education.

National Committee for Citizens in Education (NCCE) Suite 410
Wilde Lake Village, Green Columbia, MD 21044

Nationwide organization devoted to helping parents participate in their children's schools. Publications available.

Safran, Daniel
1974a "Evaluating parent involvement." (Issue Paper #1). Berkeley, CA: CSPI

Strong argument in favor of involving parents as tutors and paraprofessionals. Includes a brief review of material written on parent involvement, and suggests additional resources.

1974b "Preparing teachers for parent involvement." (Issue Paper #2). Berkeley, CA: CSPI.

Presents to teachers the value of parent involvement and gives them suggestions for working effectively with the parents.

1974c State Education Agencies and Parent Involvement: A National Survey of State Legislation and the Policies and Perspectives of State Departments of Education. Berkeley, CA: Humanics Press.

Reputed to be a useful resource for parents and educators.

1976 Parent Involvement Conference Model. Berkeley, CA: CSPI

Guide for parents on how to plan, implement, and evaluate a parent involvement conference. Sample announcements and applications included.

Saxe, Richard W.
1975 School-Community Interaction. Berkeley: McCutchan Publishing.

Gives principles that educators can apply to their own school situations to learn how to benefit from school-community interaction.

Wilson, Gary B.
1974 Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Educational Programs. Atlanta, GA: Humanics Press.

A workbook (training manual) that outlines specific experiential exercises that parents and teachers can work on together. Recognizes the value of parent involvement and aims to facilitate the interaction between parents and teachers.

You Want to Help Your Child in School, But...
n.d. Columbia, MD: National Committee for Citizens in Education.

Overview of the work of NCCE. Includes list of resources available from NCCE.

CHAPTER V: RECENT ACTIVITY

Pre-Service: Building on Cultural Strengths

Just as parent involvement in District 21 rose to a crescendo through CNS activity, Chicago Region Team members were busy planning a district wide support effort scheduled for late May. The workshop held at the District 21 office on May 20 and 21 was sponsored by both the Center for New Schools and the Center for Program Development of National College of Education. Thirty-five teachers who had already been selected to teach either reading or math in the Summer school program were participants. Five District 21 principals attended. Teachers were informed that they would receive a stipend for their work on both May 20 and May 21. They moved, then, into seminar activities.

First, the rationale for the warm up activity called, "Who Am I" was given.

> The "Who am I" activity is an appropriate initial technique to prepare group members for additional personal and group interaction activities. The process is designed to encourage the shy participant by emphasizing the importance of each "I Am" from persons in attendance.

This was a "get acquainted" technique that unfortunately was evaluated negatively by many of the teacher participants. The only reason I can give for the failure, to whatever degree it must be realistically seen as a failure, was that our group suffered from a number of mis-messages and mis-communications as to how photographs, which were a part of the activity, were to be taken. We experienced confusion on such simple matters as how participants would be brought forward to share their identities. It appeared, at one point, that several persons - some from the Instructional Support Staff, and some from CNS were prepared to assume major responsibility for directing an operation that might have benefitted from direction in the singular.

The TA specialist from CNS spoke to the teachers as he presented an overview of the meeting.

> "You were selected, he said," because you are outstanding. We've tried after-school reading, intensive reading, right to read, special Summer school, yearround school, middle schools, and all kinds of combinations of letters of the alphabet, some of which have worked. Yet our youngsters are still behind. Teachers like yourselves continue to be effective, continue to make an impact, and District 21 intends to make a difference this Summer, so we're lucky to have you."

In the next section of the workshop, participants studied ways of increasing their awareness of Black student behavior and of the meaning they had attributed to it. Teachers were asked to describe behaviors they had observed frequently among students in their classrooms. Descriptions were in terms of negatively evaluated behaviors such as the following: "no self-confidence", "clowning around." Then they were asked to consider if these behaviors were a function of Black culture. This consideration led them to become introspective about their feelings and beliefs about students' behaviors that they didn't like. They realized that their descriptions emphasized a negative view and that the behaviors might well have been described in a more positive way. An example which was meaningful to the teachers was the designation of one child helping another on a math problem as cheating where alternatively it could have been described as tutoring. The final focus of the discussion was upon how you translate such insights into appropriate changes in classroom strategies. This section of the workshop laid the foundation for the summer institute on building on Black cultural strengths. A member of the District 21 Instructional Support Staff discussed some of the hopes and expectations for the Summer Program. Evaluation sheets were then distributed to all participants.

The windup was a preview of the next day's program which was a workshop conducted by the Instructional Support Staff of District 21. I attended this workshop as a non-participant observer. This meeting was an orientation meeting for Summer School, and as such did not require the direct technical assistance of the Chicago Region Team.

Summer Institute: Building on Cultural Strengths

A selected group of twenty teachers and five parents from District 21 were invited to participate in a Summer Institute. The theme of the Institute was "Building on Cultural Strengths" and was held July 16 and 17, 1977 at McCormick Inn. Co-sponsor with the Center for New Schools' DTA Project was the Center for Program Development, Equal Educational Opportunities Program, National College of Education in Evanston, Illinois. Various incentives were secured to facilitate participation. Teachers received lane placement credit. Teachers and parents received a $15.00 per day stipend, and lunch.

All of the teachers who participated are regular District 21 staff members. They are set apart from the entire regular faculty in that they are all teaching reading in the 1977 Summer program. Provisions were made to select as participants five parents who could (1) attend both days, (2) prepare a report for the District Parent Council (3) actively work toward planning a parent institute to be held at a later date, and (4) work with other parents planning school and community projects based on cultural strengths. All teacher participants, too, are expected to develop and implement a project this fall with the assistance of the Chicago Region Technical and Assistance Team related to "Building on Cultural Strengths" to be carried out in the teacher's own classroom.

The Summer Institute leaders included distinguished teachers, scholars and administrators who have received recognition nationally. They were:

Mr. Carl Boyd
Technical Assistance Specialist, DTA Project

Dr. Frances Holliday
Director of Chicago Region, DTA Project

Mrs. Barbara Huell, Educational Consultant, Black Child Development Institute

Dr. Charles Martin, Editor-in-Chief of the Journal of Negro Education, Professor, Department of Research and Education, Howard University, Washington, D.C.

Dr. Dorothy Williams
Technical Assistance Specialist, DTA Project Researcher: The History of Evanston Blacks
Project Director: Evanston Community Development Corporation "Historical Research Center."

It is possible here to describe only a few highlights of a rich program whose purpose was to bring participants to a new perspective on Black cultural strengths. On both mornings of the workshop the warm-up activities were conducted by Barbara Huell who, based in part on her South Carolinian childhood experiences, led the group in songs and rhythms of Black culture. Participants felt this to be a warm and sensitive experience of the Black heritage both in its content and in its requiring collective responsibility and cooperation.

Dr. Martin asked the participants to define culture. Then he asked each to list ten of their own strengths. Finally, he asked which of these strengths are a function of culture and had they seen reinforced on television or in movies in the last ten years. They came to realize how little the media does to reinforce what they identified as Black cultural strengths.

Carl Boyd further attempted to define cultural strengths in terms of feelings. He sang a medley of African gospel, and blues songs and did some rhymes shared within the Black culture. Participants spontaneously joined in on the rhymes and songs even though it had been intended as a solo presentation.

He also wove stories that led people to remember experiences when they were children and then related those experiences to cultural strengths.

Fances Holliday presented a definition of cultural strengths based upon the literature. She also sought a more sensitive understanding of cultural strengths by a discussion surrounding the presentation of a movie: Lonnie's Day, a documentary of a typical day in a life of a young boy who lives in a large public housing project in Chicago. Preparatory to showing the film she described some of the behaviors which are often negatively evaluated by viewers and asked participants to view them instead as cultural strengths upon which they can draw as teachers.

Drawing upon her experience with oral historical research, Dorothy Williams introduced the concept of the story teller. Her work views elders in a community as wise and important people who can reveal the history of the community based upon the history of the people themselves. Participants considered how they might use this concept with children. An example was shown of an historical investigation done by a Chicago Public School child on the Black aviatrix Willa Brown (see appendix). Participants mentioned many different types of historical investigations which children might do. Participants agreed to develop Building On Cultural Strengths projects for the next school year. We, the members of the Chicago Region, agreed to follow up the Institute with ongoing in-service sessions to assist in the development and implementation of these projects.

District 21: Information Center

We have received the endorsement of both the District 21 Parent Education Council and the District 21 Instructional Support Staff as we proceed with our proposal for the District 21 Information Center to be located in the District office. This center is to be patterned after other CNS Resource centers and hopefully will contain printed materials, audio-visual materials, and supplies. We also envision a functional section to include a small library, workroom, conversation area, kitchen space, reception area, and nursery or child care area.

Ambitious? Yes, but already supportive responses are coming in that would seem almost to make the realization of this dream a certainty. A professor, for instance, at Northeastern Illinois University's Center for Inner City Studies, is sending an intern to work with our TA specialist setting up the center. The information center is presently somewhere between the idea and the planning stages. Everyone who has been told about it has been enthusiastic, and we at the Center for New Schools believe that it will be a significant contribution toward sustaining capacities to solve urban educational problems. Fortunately we have gathered considerable data from the nine sites which has been helpful in our planning.

Blacks, especially, have been generally characterized by agents of the established order as less competent (for whatever reason - nutritional, genetic, cultural, biological, environmental, motivational) than our non-Black counterparts to engage in intellectual pursuits. There is a fair amount of evidence that Blacks have been awed by these priestly utterings, believed them, and proceeded to act accordingly (Johnson, 1976).

I submit that the Chicago Region Team has thrown off the yolk of oppression described by Dr. Johnson. Our technical assistance work strives toward creating the kind of self-support in District 21 that should see parents, teachers, administrators and students firm and confident in their pursuit of quality education. The Information Center provides a base for such work. The following chapter concludes our discussion of our technical assistance activities.

CHAPTER V: RECENT ACTIVITY

APPENDICES: SUPPORTING DOCUMENTS

1. The Center for Program Development-Equal Educational Opportunities: District 21 Office - Chicago Public Schools Workshop - Agenda

2. Activity: A Closer Look - Increasing Your Awareness of Student Behavior: Group A thru E

3. Summary of Responses to Evaluative Questions - Questions 1 to 3

4. Building on Cultural Strengths: Center for Program Development - Equal Educational Opportunities - National College of Education

5. Center for Program Development-Equal Educational Opportunities: Chicago Public Schools-District 21 - Summer Institute "Building on Cultural Strengths" - Agenda

6. Summer Institute: "Building on Cultural Strengths" - "Lonnie's Day" Group A thru E

7. Summer Institute: "Building on Cultural Strengths" - Evaluation

8. Research of Chicago Public School Student on Willa Brown, Aviatrix

CENTER FOR NEW SCHOOLS
CHICAGO REGION
DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT

The Center for Program Development-Equal Educational Opportunities

District 21 Office - Chicago Public Schools
Workshop - May 20, 1977 - 1:00 P.M. - 5:00 P.M.

AGENDA

I. Warm-Up: WHO AM I?..........Teachers and District 21 Staff
Josephine Logan

II. Group Sharing...........................Dr. Richard Johnson
National College of Education

III. Introduction and Overview......................Carl R. Boyd
Center For New Schools

10 Minute Break

IV. A CLOSER LOOK: Increasing Your Awareness of Student Behavior..........Teachers and Staff

- A. Individual Activity
- B. Group Activity
- C. Sharing
- D. Summary..............Dr. Frances Holliday
  Center for New Schools

V. Windup: Preview of Saturday's Session.....Joyce Price
Millicent Tolbert
District 21 Staff

VI. District 21-Summer Program...............Shirley Williams
District 21 Staff

VII. Evaluation

Photography by: Dr. Josephine Franklin

CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT

Workshop - May 20, 1977
Activity: A CLOSER LOOK
Increasing Your Awareness of Student Behavior

RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP A

1. Describe the behaviors you have observed most frequently among the children in your classroom.
2. How have these behaviors enhanced the teaching/learning experiences in your classroom?
3. How have these behaviors hampered the teaching/learning experiences in your classroom?

POSITIVE	NEGATIVE
-friendly chatter*	-slow to begin working
-academic competition	-neighborhood problems brought to school
-recognition (peer)	-domination in the classroom of older more agressive students
-to applaud accomplishments of low achievers	-lack of peer respect
-recognition of opposite sex	-withdrawn low achievers
-interest in progress	-lack of self confidence in information transfer
-efforts made to stay in school on the part of misbehavers	-a reluctance of oral readers to attack unfamiliar words
-an interest in graded papers	-over confidence created through use of manipulatives
-desire to own one's own book*	-heat dissipation of learner and teacher
-pride*	
-independent activities*	
-students sharing in the responsibility for their learning*	

*These behaviors are often positive but can at times also have negative effects in the classroom.

CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT

Workshop - May 20, 1977
Activity: A CLOSER LOOK
Increasing Your Awareness of Student Behavior

RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP B

1. Describe the behaviors you have observed most frequently among the children in your classroom.

   Defeated, no self-confidence, complaints about homework, need for recognition, lack of training (self-discipline, social ameneties, getting along with others), frustration manifested by disruptive behavior, enthusiasm, warmth, sharing, love, sleepiness, restlessness, illness, acting out, hitting, throwing, eager to share experiences, crushed because of poor scores and being left behind, passive, hostility, apathy, inability to perform, bored, inattentive.

2. How have these behaviors enhanced the teaching/learning experiences in your classroom?

   Using individual abilities and gearing activities to improve self-concept:

   -Peer teaching-discovering own weaknesses
   -Plan activities so each child can succeed
   -Change negative situations into positive experiences
   -Pupil solutions
   -Help child become productive
   -Students actively participate and share
   -Become independent learners
   -Utilize high interest periods to really get to know students
   -Group loyalty; love for one another
   -Positive attitudes among pupils as they interact
   -Cooperation; working and sharing as a group

3. How have these behaviors hampered the teaching/learning experiences in your classroom?

   Disruptive teaching/learning process:

   -Education does not take place
   -Loss of learning
   -Students get excited and yell out answers
   -Shy student does not get chance to respond
   -Limits amount of innovative teaching
   -Causes activities to stop
   -Some interest lost

CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT

Workshop - May 20, 1977
Activity: A CLOSER LOOK
Increasing Your Awareness of Student Behavior

RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP C

1. Describe the behaviors you have observed most frequently among the children in your classroom.

    Students prefer structured, flexible environment.
    Students learn through different modalities.
    They are communication directed (negative-positive)
    Varied and challenging experiences
    Preconceived ideas about what they expect of themselves and the teacher.

2. How have these behaviors enhanced the teaching/learning experiences in your classroom?

    1. Helps teacher organize program and enhances student understanding.
    2. Using pupil capabilities to maximum.

3. How have these behaviors hampered the teaching/learning experiences in your classroom?

    1. Fails to meet student individual needs.
    2. Inability to observe differences.

Where did the time go - we really got into it!!!

CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT

Workshop - May 20, 1977
Activity: A CLOSER LOOK
Increasing Your Awareness of Student Behavior

RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP D

1. Describe the behaviors you have observed most frequently among the children in your classroom.

   - Hyperactivity
   - Inattentiveness
   - Fighting
   - Clowning around
   - Eagerness to learn
   - Slow learners eager for self-improvement when faced with failure
   - High achievers need right or wrong answers; cannot accept open ended opinions
   - High achievers finishing first with errors
   - High achievers who want to help others, but do not want to accept help for themselves
   - Those who need help do not want to accept it from their peers
   - Group isolation of one or two children from the main group
   - Aggressive children who assert themselves as leaders; others who are always followers
   - Children who become frustrated when they don't succeed
   - Children who appear to have difficulty when sharing or expressing themselves in a large group
   - Children who enjoy physical activities rather than sitting

2. How have these behaviors enhanced the teaching/learning experiences in your classroom?

   - Individual and group guidance with structure
   - All methods of teaching applicable; motivates teacher
   - Teach children to sequentially arrive at answers
   - Acceptance of individual responses
   - Proofreading
   - Individualized follow-up activities
   - Immediate feedback
   - Pupils develop exercises accompanied by answer keys
   - Reward systems
   - Older children as tutors, especially those who need to develop strong self-images
   - Identify strengths of isolates
   - Ask if children prefer to work alone
   - Assign leadership roles on a rotating basis
   - Provide success at levels below frustration; identify independent, instructional and frustration levels in advance.
   - Builds up slowly through smaller groups; 1-2-or more
   - Provide diversified activities commensurate with attention spans and maturation levels of children.

Workshop - May 20, 1977
RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP D continued

3. How have these behaviors hampered the teaching/learning experiences in your classroom?

They have all required extra planning.

a. Assessment of pupil's individual needs

b. Knowledge of available resources and teaching strategies (diagnosis and prescriptions).

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Workshop - May 20, 1977
Activity: A CLOSER LOOK
Increasing Your Awareness of Student Behavior

RESPONSES TO THE QUESTIONS ASSIGNED TO SMALL GROUP
GROUP E

1. Describe the behaviors you have observed most frequently among the children in your classroom.

2. How have these behaviors enhanced the teaching/learning experiences in your classroom?

3. How have these behaviors hampered the teaching/learning experiences in your classroom?

BEHAVIORS	ENHANCEMENT	HAMPERING
Working independently in classroom setting	Allows for individual attention from teacher	
Helping each other	Provides class-tutoring	
Internal motivation for learning	Capitalizes on child readiness	
Constructive competition among classmates	Increases productivity and enhances self-image	
Short attention span		Decreases productivity and individualization; disruptiveness.
Poor attendance		Lack of continuity in instructional program
Unprepared for work		Demonstrates unreadiness; limits instructional time
Aggression	Drive for achievement and leadership	Physical aggression hazardous

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CHICAGO REGION
DOCUMENTATION AND TECHNICAL ASSISTANCE (DTA) PROJECT

SUMMARY OF RESPONSES TO EVALUATIVE QUESTIONS

40	Participants
5	Principals
35	Teachers

Question No. 1

Which aspects of the May 20th Workshop did you find most helpful?

SUMMARY

Thirty-Five (35) participants felt the second half of the Workshop, A Closer Look: Increasing Your Awareness of Student Behavior (A) Individual Activity; (B) Group Activity; (C) Group Sharing was the most help because:

- Interaction within the group was dynamic
- Assessments by staff gave meaning and organization to activities
- Interaction of teachers and staff
- The joint communicating to pose solutions is quite positive
- The expectations I brought to the workshop were met
- I found the group I worked in enthusiastic and knowledgeable
- I found new ways of looking at student behavior by examining my own value systems and preconceived ideas based on myths which are supported by media and teacher training institutions
- Especially the display and discussion of the groups

Three (3) participants felt that all aspects of the workshop were helpful:

- All were a mixture of enjoyment and a pertinent source of information.

- Each segment was informative and interesting.

Two (2) participants felt the Warm-Up segment of the Workshop: Who Am I was the most helpful.

Question No. 2

Which aspects of the May 20th Workshop did you find least helpful?

SUMMARY

Twenty (20) participants felt that there were no aspects of the workshop that were least helpful:

- Nothing negative
- Enjoyed the session
- I brought a positive attitude

SUMMARY OF RESPONSES TO EVALUATIVE QUESTIONS continued

Question No. 2 continued

Twelve (12) participants felt the Who Am I segment of the Workshop was least helpful:

-I hour delay
-Commented because asked the question
-Looking at charts twice; however enjoyable
-Interesting and entertaining; but did not provide as much help as other segments
-Picture taking
-It did however help to know others within the group

Three (3) participants felt the segment on behavior listings were least helpful:

-Individual listings of observed behaviors unnecessary because it repeated in group activity.

Two (2) participants felt the Group Sharing segment of the Workshop was least helpful:

-Superiority attitude conveyed to others in group

Two (2) participants felt the delays and confusion which occurred at the beginning of the Workshop were least helpful

One (1) participant felt that there was an assimilation of redundant information

Question No. 3

Would you like additional information on utilizing student strengths in designing instructional activities?

SUMMARY

Thirty-Nine (39) participants replied Yes.

One (1) participant had no reply

SUMMER INSTITUTE

CENTER FOR NEW SCHOOLS
DOCUMENTATION AND TECHNICAL ASSISTANCE

Chicago Public Schools District 21

BUILDING ON CULTURAL STRENGTHS

McCormick Inn
Chicago, Illinois

July 16-17, 1977
8:00 a.m. - 4:00 p.m.

CENTER FOR PROGRAM DEVELOPMENT
Equal Educational Opportunities
NATIONAL COLLEGE OF EDUCATION

THE AIM OF THE SUMMER INSTITUTE IS:
to actively engage the participants:

- to increase knowledge on utilizing students' strengths in designing instructional activities
- to increase awareness of the discrepency between one's values and one's behavior
- to explore the methods and techniques for developing historical research projects in the classroom
- to utilize children's literature in the teaching of reading

PLEASE REGISTER FOR THE SUMMER INSTITUTE ON THE REGISTRATION FORM OPPOSITE THIS PAGE: TEAR OFF AND MAIL IN THE PRE-ADDRESSED ENVELOPE ENCLOSED.

- We are making arrangements to provide a stipend and the opportunity to receive graduate credits.
- Registration closes June 20, 1977
- The Summer Institute has been limited to 20 Participants.

REGISTRATION FORM

Name: ______________________

Address: ______________________
____

Telephone: ______________________

Summer School: ______________________

Please Check One:

______ I would like to receive graduate credit.

______ I would like to receive lane credit.

Please detach and forward in the Pre-Addressed Envelope

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CENTER FOR NEW SCHOOLS
CHICAGO REGION
NATIONAL COLLEGE OF EDUCATION
CENTER FOR PROGRAM DEVELOPMENT-EQUAL EDUCATIONAL OPPORTUNITIES
Chicago Public Schools-District 21
SUMMER INSTITUTE
"BUILDING ON CULTURAL STRENGTHS"

Saturday
July 16, 1977

AGENDA

MORNING SESSION:

8:00 - 8:15	Coffee/Tea/Rolls	Room No. 9
8:15 - 9:15	Warm/Up Activity	Mrs. Barbara Huell
9:15 - 9:30	Introduction and Overview	Mr. Carl Boyd
9:30 - 10:00	Slide/Tape Presentation "Building on Cultural Strengths"	Dr. Frances Holliday
10:00 - 10:15	BREAK	
10:15 - 11:30	"Utilizing Children's Literature In Teaching Reading"	Mrs. Millicent Tolbert
11:30 - 12:00	"Teaching/Learning Policy and It's Implication for Building On Cultural Strengths"	Mr. Jack Mitchell
12:00 - 1:00	LUNCH	Room No. 10

AFTERNOON SESSION:

1:00 - 2:15	"The Positive Interaction of Students and Teachers That Build On Cultural Strengths:	Dr. Charles Martin
2:15 - 2:45	"Methods and Techniques for Developing Historical Research Projects In the Classroom - Student Centered"	
2:45 - 3:00	BREAK	
3:00 - 3:45	"Methods and Techniques for Developing Historical Research Projects In the Classroom - Student Centered" continued.	Dr. Dorothy Williams
3:45 - 4:00	EVALUATION	

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CENTER FOR PROGRAM DEVELOPMENT-EQUAL EDUCATIONAL OPPORTUNITIES
Chicago Public Schools-District 21
SUMMER INSTITUTE
"BUILDING ON CULTURAL STRENGTHS"

Sunday
July 17, 1977

AGENDA

MORNING SESSION:

8:00 - 8:15	Coffee/Tea/Rolls	Room No. 9
8:15 - 9:15	Warm/Up Activity	Mrs. Barbara Huell
9:15 - 9:45	"School and Community Programs that Build on Cultural Strengths"	Mr. Carl Boyd
9:45 - 10:00	BREAK	
10:00 - 11:00	Film/Activity "Lonnie's Day"	Dr. Frances Holliday
11:00 - 12:00	Group Activity "Your Family Heritage"	Dr. Dorothy Williams
12:00 - 1:00	LUNCH	Room No. 10

AFTERNOON SESSION:

1:00 - 2:00	"The Positive Interaction of Students and Teachers That Build On Cultural Strengths" Part II	Dr. Charles Martin
2:00 - 3:00	"Methods and Techniques for Developing Historical Research Projects In the Classroom - Student Centered" Part II	Dr. Dorothy Williams
3:00 - 3:15	BREAK	
3:15 - 3:45	Slide/Tape Activity "From 4,000 B.C."	Dr. Frances Holliday
3:45 - 4:00	EVALUATION	

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"BUILDING ON CULTURAL STRENGTHS"

GROUP A

FILM: LONNIE'S DAY
TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B)
Culturalisms:

1. Responsible
2. Togetherness-Sharing
3. Education-Preparation (space)
4. Pride-Cleanliness-Grooming
5. Creative
6. Discipline
7. Friendliness
8. Street Survival
9. Love; Feeling; Touch
10. Organization
11. Health
12. Positiveness
13. Rhythm

(C)
Activity:

Role-Play

Children will work together in writing and planning the script. Every child will have a part. The play will be about a family experience, which will be developed after each child has discussed their experiences.

Participants:

Maxine Cummings
Allen Collard
Carl Boyd
Ida Sterling
Susan Zekas
Linda Ervins

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GROUP B

FILM: LONNIE'S DAY
TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B) Culturalisms

1. Sharing-Responsibilities, Leisure
2. Vitality-Running-Playing
3. Resourceful
4. Creative
5. Flowing with environment and each other
6. Concern - for Safety, Survival, and for one Another.
7. Helpfulness
8. Protective of each other - Caring
9. Ability to function in seemingly chaotic situations
10. Attuned with environment
11. Imagination
12. Ingenuity
13. Curiosity
14. Quick Witted
15. Adaptability
16. Agile
17. Groupness
18. Independence
19. Own Dialect ("Ability to Rap")
20. Friendliness

(C) Activity(s):

I. Play (Produce)
    a. Make Scenery-Invitations-Programs-etc.
    b. Write Script
    c. Select Music - Dance
    d. Gather Facts

II. Think Tank

III. Peer Tutoring

Participants: Alma, Exzene, Karen, Curtys, Barbara

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GROUP C

FILM: LONNIE'S DAY

TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B) Culturalisms

1. Thoughtfulness
2. Sharing
3. Creativity
4. Affection
5. Resourcefulness
6. Imagination
7. Collective responsibility
8. Protectiveness
9. Intimacy
10. Cooperation
11. Ingenuity
12. Cleanliness

(C) Activity(s)

A. Peer tutoring activity
Project: Each one teach one.

B. Games/Rhythms for Math
(Similar to Multiplication Rock)

C. Utilizing life experiences
Children's contributions are motivating factors.
To illustrate abstractions in a concrete form.

D. Student council activities
Solving Problems-Discipline
(Collective Responsibility)

E. Language Experience Activity
Relate life "outside" school to classroom.

Participants: Doris Yarber - Mattie Olds - Cheribelle Byrd
Pauline Nevels - Millicent Tolbert - Iris Osby

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GROUP D

FILM: LONNIE'S DAY
TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B) Culturalisms

I. Home-Family
  A. Responsibility-Family Members
    1. Comradeship - Idol Worship (extended family)
    2. Discipline
    3. Acceptance
    4. Love - Concern
    5. Interdependence - Individuality
  B. Survival
    1. Reflections - Escapism - Sense of Freedom, Security
    2. Aspirations
    3. Resourceful
    4. Socializing - Accommodation
    5. Perserverance - Mother
    6. Respect
    7. Honor
    8. Creativity

II. Family-School
III. Community
  A. Store, Playground, Street

(C) Activity(s)

Buddy - System for assignments, etc. Tutoring- Working together

Participants:

Annie Gillespie
Geneva Calloway
Betty Rowland
Bernice Bracy
Carol Edwards
Jack Mitchell
Jewell Starnes

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GROUP E

FILM: LONNIE'S DAY
TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B) Culturalisms

1. Sharing
    a. Room
    b. Chores
    C. Dancing

2. Caring
    a. brother on rail
    b. friend in store (cake)
    c. elevator held by friends
    d. Mother held Lonnie's coat and fixed food

3. Responsibility
    a. Shopping for mom
    b. Mother for family
        1. Set aside time for homework
        2. Set aside space for

4. Resourceful/Creativity/Imagination
    a. Examples of subtraction by students
    b. Games
        1. skateboard
        2. Hoop/Coats on floor
        3. Make
        4. Pitch penny (measurement)
    c. Lonnie played James Brown

5. Cooperation
    a. Children holding elevator

6. Respect for Authority
    a. Lonnie and other children did not talk back
    b. Obedience

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GROUP E. CONT.

FILM: LONNIE'S DAY
TASKS:

A. When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

B. Group Activity-List and Discuss the Culturalisms.

C. In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

D. Put on Newsprint: Share with the group.

(B) Culturalisms cont.

7. Survival
    a. Peers alert each other to danger

8. Pride
    a. Cleanliness/Neatness (Mother asked about brushing teeth)

Negatives

Games threaten young

(C) Activity

Sharing Activity

Personal Coat of Arms

Participants:

Lanier
Carter
Polk
Alfred
Fromby
Manar

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FILM: "LONNIE'S DAY"

(A.)

When viewing the film, look specifically for behaviors and/or attitudes which exemplify or suggest a Culturism and/or Africanism.

GROUP ACTIVITY:

(B.)

List and Discuss the Culturalisms.

(C.)

In the time remaining, design some activity or instructional practice which builds on the Culturalism you observed.

PUT ON NEWSPRINT:

(D.)

Share with the group.

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Chicago Public Schools-District 21
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"BUILDING ON CULTURAL STRENGTHS"
July 16, 17, 1977

EVALUATION

Below are listed responses to Evaluative Questions asked of Participants:

QUESTION #1

As a result of the Summer Institute, I am more aware of the interactions of students and teachers that build on Cultural Strengths.

Strongly Agree	21
Agree	3
Somewhat Agree	1
Disagree	0

As a result of the Summer Institute, I am more knowledgeable about utilizing students' strengths in designing instructional activities.

Strongly Agree	20
Agree	3
Somewhat Agree	2
Disagree	0

As a result of the Summer Institute, I will be able to develop an historical research project in my own classroom this fall.

Strongly Agree	9
Agree	9
Somewhat Agree	6
Disagree	1

As a result of the Summer Institute, I am better able to utilize children's literature in the teaching of reading.

Strongly Agree	15
Agree	8
Somewhat Agree	0
Disagree	0
Does not apply	1
No response	1

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EVALUATION

Below are listed responses to Evaluative Questions asked of Participants:

QUESTION #2

Would you like additional information about any of the topics presented during the Institute? If so please specify.

-Family Heritage

-Historical research

-Copies of Songs, Stories, Games presented by Barbara Huell

-All of them

-Community resource persons

-Extension of utilization of a parent program

-Developing programs for parents

-The historical research project would have to be a simplified session of the presentation I experienced in the Summer Institute. However I do feel that music and literature of the Black Culture can be easily presented.

-Games and music

-More information - Afro/American Folklore sources

-Games and activities based on our Cultural heritage that be passed on and enjoyed by our children.

-Any information put together

-Information on how a parent and teacher can share their cultural strengths together in the school

-Materials on the use of Cultural Strengths.

-More activities geared towards the preschool child

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EVALUATION

Below are listed responses to Evaluative Questions asked of Participants:

QUESTION #3

If you have additional comments, please feel free to share them with us.

"Institute should have been for non-believers"

"I thoroughly enjoyed this experience - The first kind of it's nature - looking forward to more"

"I have enjoyed the workshop tremendously and I am glad I was able to be a part of it. I hope that we have many more"

"This has been one of the most interesting and enjoyable Institutes that I have attended"

"Well organized, interesting, provoking, motivating, enjoyable, two days well spent"

"I think this was the most tremendous workshop I've ever had the pleasure to attend. There was a wealth of knowledge shared. I hope that we can have future workshops. I am very interested in trying historical research projects in my classroom"

"The Institute was truly a wonderful and enlightening experience. The participation was much more meaningful than just being talked to."

"Gorgeous Experience - Informative."

"Thank you for sharing so much valuable functional information, that of course I will share with my pupils. Sometimes I forget what we as Blacks have to share and give one another. Thank you for reminding me. I sincerely enjoyed the workshop. I'm looking forward to future sessions."

"This experience is not new to me as a social science major. It helps me better organize my concept of teaching children to use their cultural strengths and focusing on bringing attention to those positive aspects of ones own culture. It enables me to feel more self confident that we are important as "We Are" without change and utilize that positiveness as a strength."

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EVALUATION

Below are listed responses to Evaluative Questions asked of Participants:

QUESTION #3 cont.

"There is never enough time - a Fall, Winter and Spring Institute is a must. Cultural Strengths is a very deep and sensitive area - I recommend a continuous summation of progression. In many Blacks it has been overshadowed, swept under rugs and ignored. Many thanks for also making me dig a little deeper"

"Beautiful! I learned very much in the two days. I will be using some of the methods copied from the resource persons"

"The program was most valuable
1. to tune up sensitivity to others
2. to feel the strength of others in teaching the valuable necessary history to children of Englewood

"You are to be commended for presenting your topic without any hint of militancy. Black militancy has previously caused me to reject too much emphasis on our culture heritage. In this Institute you have pointed out positive and useful ways to deal with our cultural strengths. I feel I will always incorporate this knowledge in my work with children hereafter."

"This has been the most rewarding workshop that I have ever attended. I feel very rejuvenated about my own cultural strengths. I plan to share information from the workshop with my entire school-faculty, students, parents, and custodial staff."

"We must not get lost in the past. While our enemy kills now today"

"This was the most useful workshop that I have attended"

"I am doing some research on my aunt, Willa Brown, the aviatrix. I would like to know whether it is possible to get news clippings or pictures of her. Here's what I have: She was first a school teacher at Wendell Phillips High School. Then she went into aviation and had her own flying school in Chicago. She trained instructors who later became teachers at Tuskegee Institute to train the all-black 99th pursuit squadron in World War II. She once flew Eleanor Roosevelt. In 1948, she ran for Congress. I would appreciate any more information you can give me."

—David Brown

We're sending you clippings. You have quite an aunt. In 1938, at 32, she became the first black woman in the country to receive a private pilot's license. In 1948, she ran for Congress in the 1st district and, before that, had tried for alderman and Republican ward committeeman. In 1949, she sought unsuccessfully federal funds for a black-operated airport in Chicago area, because of the lack of openings for blacks in the airline industry in Chicago. We hear she married the pastor of the West Side Community Church and is still teaching aeronautics.

CHAPTER VI: NEW HORIZONS

Sometimes words like "conclusion" and "summary" seem inappropriate, when what we really want to talk about is opening up broad vistas of thought, hoping that we have thrown out a few suggestions that will have a ripple effect when seen from other shores. The affirmation of the value of any serious work is seen when further research and practical application of the work continues. I would hope, then, that work examining the impactfulness of teaching African Americans within the context of the African world view will continue, and that beyond the research, day to day teaching within that framework will be practiced in all Black school communities.

One of the cultural strengths of African Americans identified by Nobles was collective responsibility. The Chicago Region team, in selecting assistance strategies for District 21 worked from this perspective. We did not, for instance, offer individual counseling services to certain teachers. We encouraged contributions of individuals, but the primary focus at all times was on groupness. One of the strengths of our technical assistance work was that in every instance where we asked our clients to break up into small groups, communication was improved. Why then, one might ask, was communication sometimes limited in the large group? I contend that a true group is a unit small enough to make conversational entry easy and conversational depth possible for all participants.

One of the difficulties encountered with our TA approach was that many teachers can only respond to a perspective that emphasizes individual differences. They are accustomed to handing in a paper with one name at the top, indicating that the work is the issue of a single individual. They are frustrated when they are instead required to sit together with others, to discuss problems or advantages, and then to turn in a large sheet of newsprint on which one person, the recorder, has shown the cumulative production of the group. This process suggests anonymity and for those who want individual evaluation, credit, and recognition it isn't favored.

I observed in one school, however, an instance where this very anonymity worked well to bring forth a contribution from a teacher who generally was reticent. This teacher was amazingly open when she sensed that this was a group activity; since she would not likely be held personally accountable for the product, she would make a contribution. The Chicago Region Team, I believe, has successfully given teachers and parents the ideas that "in unity is strength." Somehow this makes people feel more free, and certainly releases many usually hidden strengths.

Cooperating, behaviorally, has been one of the cultural strengths of African Americans and during our workshops we were able to observe this style. Teachers came to the November 16 meeting at Lawless school, for instance, with preconceived notions about the impossibility of the task. Certainly, if they had been given individual assignments to describe strengths and weakness in that school community, many would have balked, and some would have filed a union grievance. Within their small groups, they seemed to lose resentment toward the task. The facilitation of problem solving can be enhanced by the presence of a technical assistance team in the school to assist in the planning and conducting of workshops and meetings perhaps until they acquire for themselves skills relating to collective responsibility.

A principal who may be overly directive, and who may generally favor the lecture method for meetings, becomes a participant - a part of the group with the teachers and parents. Our clients have responded very well to this. A feeling of equality seems to grow as the principal becomes a member of one of the groups, eager too, to find solutions to problems. We are not, of course, in a position to dictate the response of principals; but our work has tended to be most effective, from the point of view of teachers, when the principal exhibits behaviorally the spirit of cooperation.

This paper began with a discussion of good entry, and entry must be mentioned again, because the heart of the technical assistance experience is a sustained good entry, which hopefully becomes better as contact continues. Only in such a climate can progress accrue to both the client population and to the technical assistance team. The groupness, sameness and commonality mentioned as psycho-behavioral modalities in Nobles' work help us with good entry. African American groups tend to respond positively when they see African Americans facilitators, modeling for them what they can be.

This is not to say that there is no place for European-Americans in our technical assistance work. However, whenever a quality presentation can come from a person who shares sameness with the client population, good entry is facilitated. It is, of course, the responsibility of any presenter to sustain that good entry.

One of the indicators of sustained good entry is that the client population and the technical assistance team increase their mutual self-respect. In other words, just as the TA team collects data from other sites, evaluates those data, and disseminates information to clients, TA specialists must be ever alert to receive unscheduled data from other quarters. Some of the most significant information received by persons with open minds comes unexpectedly.

One of the major strengths of our Chicago Region Team is that our team members work very hard. It is not an accident; it is not a response to charisma or soul when a community reacts so positively to specialist Carl Boyd who says, "You don't have to be a star." He had done his homework. The fact that he mentioned the names of a number of community activists in his speech made them feel that they were a part of the same group, that he was not apart from them, and that they were oriented toward the same major goal - the survival of the tribe in an oppressive urban setting. He was anything but alien, and that is why there was a ripple effect, so that he was asked over and over again to repeat the message, finally even to a group of students.

Another strength in technical assistance work is that the need for value judgements is decreased. There would be no need for technical assistance if the principal and teachers with the participation of the parents could run the schools effectively. Something, however, appears to be wrong with that model, and it is probably for this reason that we have been invited into the schools. Those engaged in technical assistance are never called upon officially to evaluate anyone in the same sense that principals pass out teacher ratings. Anxiety about ratings probably prompts teachers to ask the question "Who are you?" when technical assistance teams come to the school. Once that matter is resolved, they tend to relax and become more open and responsive in workshops or other meetings. Teachers especially, after all, are generally accustomed to a whole battery of people in supervisory or administrative roles, and they sometimes feel threatened if they suspect that here is another person in one of those roles. Technical assistance teams then should emphasize the non-judgmental nature of their work. Technical assistance people have no power, that is, none except the power that comes to any group of specialists that help another group solve problems. I do not decry the absence of certain powers, for it would have helped at the Ross School, for instance, if we had had the power to arrange for the teachers to visit the Martin Luther King School in Evanston. Our power extends only through suggestion and coercion, and the latter must be handled very gingerly.

I would present the following recommendations as a guide for those engaged in technical assistance in the future.

(1) Technical assistance teams must seek to make the assistance activities purely a cooperative effort. The concerns and interests of the team should not be imposed upon the client. Likewise, careful consideration of the team members' skills and philosophy must be taken into account when offering assistance.

(2) The selection of the technical assistance staff must be done with the utmost care. Staff members are part of a team, and they have certain individual strengths. In this case, no one is a "star." The team must exemplify the "we" instead of the "I". So much of our training has been an emphasis on individuality and competitiveness. Successful technical assisters in Black school communities must seek to build on the strengths of the community and emphasize cooperation and togetherness. Staff must possess specific qualities such as the ability to work hard, the ability to interpret verbal and non-verbal communication, and the ability to remain resilient in the face of occasional rebuffs from teachers, parents, administrators, or students.

(3) In order for the technical assistance team to accomplish a smooth and productive entry, the elements of good entry must be carefully considered. Staff members must seek entry into a large number of possible sites as non-participating observers. In this way a number of possible sites for actual entry may be identified.

(4) Technical assistance workers should regularly plan activities that are attractive to a wider audience than those seen at one particular site. The importance of the District wide activities in conjunction with work in progress at one site cannot be overemphasized. The work of the Chicago team had the most impact at the district level, and opportunities for TA there have not been exhausted.

(5) Technical assistance team members should cultivate meaningful relationships with people in positions of power. The work in District 21, for instance could not have advanced so well, in my opinion, had we not had the initial support of the District superintendent.

(6) Evaluations from parents, teachers, or students must be sought after every TA presentation. Careful analysis of these responses should always be undertaken before re-entry to the site.

(7) Technical assistance teams should always give feedback to the client population at the time of any subsequent entry. It is encouraging to school communities to hear a review of what was accomplished during a previous encounter.

(8) Technical assistance teams should constantly strive toward the creation of schools which are self-sustaining and meaningful for the community they serve.

The continuing debate between researchers and practitioners about who informs the other surfaced frequently in the Chicago Region technical assistance activities. It appeared most often as a source of tension between the Documentation Team (with regard to use of the nine site data) and the Chicago Region Team (and use of other sources when they were more useful). All too often the needs of a District 21 site did not match the nine site data making it necessary for our team to seek out other sources. Additionally, the Documentation Team members seemed anxious to share their data regardless of its utility from our perspective (i.e., the needs of our clients). This is not to say that we don't believe what they had learned could be used in spite of the stated problems and needs of our assistance sites but that we were also responding importantly to those needs. One other tension was expressed in Linkage activity 1 (chapter 3). The Documentation Team may view the theoretical aspects of an instructional strategy as more crucial to its being understood than its actual practice. There is finally, the tension which exists primarily in urban schools between the research community and the Black community. There is a reluctance on the part of the Black community to accept research projects, and sometimes complete rejection (Holliday, 1977). Linkage must be reciprocal.

The perspective of building on cultural strengths raises other pertinent issues which must be acknowledged. Among those issues are:

(1) How can white teachers, administrators, etc., build on the cultural strengths of Blacks and vice versa?

(2) What about building upon the cultural strengths of others, e.g., Latinos?

(3) How does the perspective impinge on the current desegregation plans?

These concerns warrant serious discussion and exploration at a time when the need to provide positive educational experiences for Black children is even more crucial than it was nearly a half century ago when Carter G. Woodson decried the "mis-education," of our race (Woodson, 1933). Some perceptive individuals have recently noted that the proliferation of intervention programs based upon the fallacious cultural deficit model has intensified this process of mis-education (see Black Dialog III, 1977c, developed by the author for a discussion of this issue by several prominent Black educators). A careful analysis of the past and present experiences of Blacks in this country clearly suggests that, in order to effectively prepare Black children for the future, we must develop educational theories and practice upon the cultural strengths of the Black community. This we are attempting to do.

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